Education in Bengal

Govt

6/6 I/6/1 1892-3 to 1906-7

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REVIEW

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6 - JAN. 1898

OF

EDUCATION IN BENGAL

(1892-93 to 1896-97) to 1902-1906-07

BEING THE

133025

FIRST QUINQUENNIAL REPORT

WITH WHICH IS INCORPORATED THE USUAL INFORMATION GIVEN YEARLY WITH

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REVIEW

OF

EDUCATION IN BENGAL

(1892-93 to 1896-97).

CHAPTER I.—INTRODUCTORY.

1. THIS review has been drawn up in accordance with the orders of Government that the annual report for 1896-97 should embrace a summary of the educational operations for the last five years, following as closely as possible the method observed in the preparation of the second quinquennial review of education in India, which was compiled by the late Mr. A. M. Nash, of the Bengal Educational Service. Matters relating to the quinquennium have been so given that they can be at once extracted so as to facilitate the preparation of the quinquennial review of education in the whole of India. Supplementary portions are attached to the different chapters giving such additional information regarding the operations of the last year as are of special interest or as will be of use in the compilation of the next annual report. Every care has been taken to compress the Review into the smallest possible space compatible with the essential considerations of fulness and clearness. I trust that the method which I have adopted will meet with approval.

GENERAL SUMMARY.

CHAPTER II.—GENERAL SUMMARY.

2. *General Statistics of Attendance.*—The following table compiled from general table III shows the number of schools and colleges in Bengal and the number of pupils in them at the end of each year from 1891-92 to 1896-97 :—

Class of Institutions.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
A.—Public institutions—												
Colleges ... Arts ...	34	5,225	33	5,443	36	6,240	36	6,122	37	6,193	38	6,384
Colleges ... Professional...	14	1,062	16	1,047	16	1,157	16	1,257	17	1,823	18	1 889
Secondary schools for Boys ...	2,308	197,285	2,353	201,749	2,397	202,213	2,421	210,405	2,447	210,976	2,475	218,739
Secondary schools for Girls ...	61	5,399	53	4,798	66	5,571	56	4,637	62	5,169	57	5,355
Primary schools for Boys ...	48,587	1,123,560	47,533	1,123,225	47,791	1,130,551	49,804	1,206,285	51,006	1,240,679	49,650	1,243,803
Primary schools for Girls ...	2,682	52,402	2,803	55,451	2,976	59,440	3,205	63,840	3,338	64,798	3,204	64,064
Special schools ...	270	7,438	340	8,354	333	8,565	262	8,613	202	8,172	198	8,359
Total Public institutions	53,956	1,392,371	53,131	1,400,067	53,615	1,413,737	55,800	1,501,159	57,109	1,537,810	55,640	1,548,593
B.—Private institutions—												
Advanced ...	2,988	34,862	3,013	32,727	3,141	33,303	3,245	35,006	3,264	34,692	2,982	31,641
Elementary For boys	10,720	103,628	10,289	100,842	10,327	101,049	10,614	104,495	10,406	103,713	8,803	91,353
Elementary For girls	160	1,104	171	1,420	134	1,178	82	859	74	787	422	2,688
Total Private institutions	13,868	139,594	13,473	134,989	13,602	135,530	13,941	140,360	13,744	139,192	12,207	126,182
Grand Total ...	67,824	1,531,965	66,604	1,535,056	67,217	1,549,267	69,741	1,641,519	70,853	1,677,002	67,847	1,674,775

The above shows that the total number of institutions has increased during the quinquennium under review by only 23, or ·03 per cent., and the pupils attending them by 142,810, or 9·3 per cent. But for the scarcity prevailing throughout the country since the last cold weather, which has seriously affected the attendance in primary and elementary schools, the figures for 1896-97 would most probably have shown a much greater rise over those for 1891-92, as will be evident from a glance at the statistics for 1895-96, till which year the growth in the strength of schools was a continuous one. The large increase in 1894-95 was to a great extent the effect of the agricultural prosperity which the country was then enjoying.

3. Public institutions show an increase of 1,684, or 3·1 per cent., in number, and of 156,222, or 11·2 per cent., in attendance, and this is a surer test of the progress effected during the past five years than any comparison of the grand totals, as the statistics of private institutions are not always reliable. If we except the secondary schools for girls and the special schools, which have suffered a slight loss in number,—the former owing to a change of classification adopted in Calcutta and its neighbourhood, and the latter because of the abolition of many of the guru-training classes attached to middle schools,—every class of public institutions has shared in the general increase. Arts and professional colleges have risen by 4 each, though three more Arts colleges—the Bishop's College at Calcutta, the Harendralal College at Munshiganj and St. Joseph's College at Darjeeling—have furnished no returns. Secondary schools for boys have risen by 167, primary schools for boys by 1,063, and those for girls by 522.

4. The increase in attendance is a still more satisfactory feature, being about one per cent. in excess over the figures for 1895-96, notwithstanding the agricultural distress and the consequent disappearance of a number of weak primary schools. It shows that all public institutions have more pupils on

an average than they had five years ago, and therefore stand on a firmer basis. This is evidenced from the following summary :—

Class of institutions.	Average number of pupils per institution.	
	1892.	1897.
Arts colleges	153	168
Professional colleges	76	105
Secondary schools for boys	85·5	88·4
„ „ girls	88·5	96
Primary schools for boys	23·1	25·1
„ „ girls	19·6	20
Special schools	27·5	42·2

The fluctuations in the number and strength of the different classes of institutions will be explained in detail in the chapters to which they respectively belong.

5. *Proportion of Scholars to Population—Explanation of the Maps.*—The following table shows for each Division the total number of scholars, male and female, in 1892 and in 1897, and the proportion borne by that number to the total number of children of school-going age, the latter being assumed to be 15 per cent. of the total population, except as regards the town of Calcutta, in which adults who flock to it to earn a living vastly preponderate, and for which, therefore, the actual number of boys and girls who are not workers, has been taken from the census tables, as far as possible :—

1891-92.

Division.	Population.			Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
1	2	3	4	5	6	7	8	9	10
Bengal—									
Burdwan ...	3,800,581	3,888,237	7,688,818	275,196	14,423	289,619	48·2	2·5	25·1
Presidency ...	3,956,405	3,897,161	7,853,566	170,548	11,419	181,967	28·7	1·9	15·4
Calcutta ...	446,746	234,814	681,560	35,984	7,417	43,401	73·4	21·2	51·6
Rajshahi ...	4,112,070	3,905,948	8,018,018	95,293	3,196	98,489	15·4	·5	8·2
Dacca ...	4,987,392	4,857,904	9,845,296	237,791	17,961	255,752	31·8	2·4	17·3
Chittagong ...	2,095,960	2,094,121	4,190,081	162,114	17,435	179,549	51·5	5·5	28·5
Patna ...	7,647,962	8,163,052	15,811,014	182,570	5,880	188,450	15·9	·4	7·9
Bhagalpur ...	4,255,917	4,326,573	8,582,490	82,468	4,620	87,088	12·9	·7	6·7
Orissa ...	1,982,493	2,064,859	4,047,352	115,320	5,615	120,935	38·9	1·8	19·9
Do. Tributary Mahals.	849,450	847,260	1,696,710	17,603	498	18,101	13·8	·3	7·1
Chota Nagpur Division.	2,277,773	2,351,019	4,628,792	56,084	5,508	61,592	16·4	1·6	8·8
European Schools	...	...	...	3,896	3,126	7,022	.....	.....	.....
Total ...	36,412,749	36,630,948	73,043,697	1,434,867	97,098	1,531,965	26·3	1·8	14·0

1896-97.

Burdwan	3,800,581	3,888,237	7,688,818	298,215	18,484	316,699	52·3	3·1	27·4
Presidency ...	3,956,405	3,897,161	7,853,566	193,315	14,577	207,892	32·6	2·5	17·6
Calcutta ...	446,746	234,814	681,560	39,899	7,396	47,295	81·4	21·1	56·3
Rajshahi ...	4,112,070	3,905,948	8,018,018	115,154	5,210	120,364	18·6	·8	10·
Dacca	4,987,392	4,857,904	9,845,296	253,848	20,837	274,685	33·9	2·8	18·6
Chittagong ...	2,095,960	2,094,121	4,190,081	155,094	14,270	169,364	49·3	4·5	26·9
Patna	7,647,962	8,163,052	15,811,014	197,834	7,857	205,691	17·3	·6	8·7
Bhagalpur ...	4,255,917	4,326,573	8,582,490	105,822	7,418	113,240	16·5	1·1	8·8
Orissa ...	1,982,493	2,064,859	4,047,352	111,945	6,865	118,810	37·6	2·2	19·5
Do. Tributary Mahals.	849,450	847,260	1,696,710	16,062	610	16,672	12·6	·4	6·5
Chota Nagpur ...	2,277,773	2,351,019	4,628,792	69,369	6,564	75,933	20·3	1·8	10·9
European Schools	...	...	...	4,451	3,679	8,130	.....	.....	.....
Total ...	36,412,749	36,630,948	73,043,697	1,561,008	113,767	1,674,775	28·5	2·0	15·3

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The maps placed at the commencement of this chapter give a graphic representation of the progress of education in the different divisions of the Province, as indicated by the percentage in the last column of the foregoing table. It may be observed, however, that the percentages for 1896-97 are not quite accurate, as there must have been fluctuations in population since the census of 1891 was taken. This does not materially affect matters. Calcutta, as usual, with its special facilities for the spread of education, occupies the foremost rank, but Chittagong has changed place with Burdwan. Bhagalpur has gone up from the 11th to the 9th, and Patna and the Tributary Mahals of Orissa have lost each one place: the other divisions keep their relative positions. The loss shown in the Orissa Tributary Mahals is more apparent than real, being due to the separation of the figures for Angul which was raised to the rank of a district in 1893-94 and included in the Orissa Division. The circumstances of Chittagong, which shows an apparent retrogression, are of a peculiar nature. There for some years the district authorities are reported to have resorted to measures which served enormously to swell the number of primary schools, and the partial discontinuance of which, towards the latter end of the quinquennium, has resulted in the disappearance of many schools of an ephemeral kind which had been called into being. In fact, it is the attendance in primary schools that chiefly determines the educational progress of a locality so far as the percentage of pupils under instruction is concerned, and the following extract from Sir A. Croft's report for 1893-94 clearly explains the reason why there is such a wide difference between the progress attained in the metropolitan districts, on the one hand, and outlying tracts like Orissa on the other :—

"The indigenous system of education was, from time immemorial, in extended operation in the Burdwan Division, which used to supply gurus to other parts of Central Bengal before the system of departmental supervision began. Orissa was quite independent of Bengal in this respect, and had its own national system of education, which was probably more far-reaching in its influence than even that of Bengal. Dacca or Bikrampur occupied the same position in Eastern Bengal as Burdwan did in respect of the central and western districts. In Bihar, on the other hand, there was no widespread indigenous system, and therefore, no traditions among the villagers leading them to the general and ready acceptance of education when offered. In these parts we have to break new ground, instead of raising a slightly different crop in soil already prepared."

6. *Comparison of Educational Statistics with the Census Tables.*—Under instruction received in the Bengal Government letter No. 1101, dated the 17th March 1897, this comparison is to be renewed in every census year. Any discussion, therefore, such as is given in paragraph 7 of Mr. Nash's report, would be out of place.

7. *Schools classified according to Standard of Instruction.*—In the following table are classified, division by division, the various educational institutions of the Province and their pupils according to the standard of instruction imparted in them at the beginning and end of the quinquennium :—

1891-92.

Divisions in Bengal.	Colleges.		Secondary schools.		Primary schools.		Special Schools.		Private institutions.		Total.	
	Institutions.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	6	755	467	38,046	10,060	246,990	31	758	363	3,070	10,927	289,619
Presidency	5	262	436	35,586	5,121	144,054	86	824	95	1,241	5,743	181,967
Calcutta	20	3,841	86	20,768	344	14,386	12	1,369	106	3,037	568	43,401
Rajshahi	3	115	240	16,725	3,631	78,256	23	424	224	2,969	3,521	98,489
Dacca	6	760	487	36,830	7,371	176,486	18	1,154	5,039	46,522	12,921	255,752
Chittagong	1	31	191	13,796	5,669	130,176	16	1,042	2,322	34,504	8,199	179,549
Patna	3	335	143	15,257	6,229	142,088	17	1,086	3,187	29,664	9,579	188,450
Bhagalpur	2	94	92	7,685	3,205	69,715	7	212	1,221	9,382	4,527	87,088
Orissa	2	94	94	5,625	7,057	107,733	30	346	1,057	7,137	8,240	120,935
Do. Tributary Mahals	...	...	19	1,060	1,219	16,167	1	15	133	859	1,372	18, 01
Chota Nagpur	...	...	62	4,932	1,947	55,263	29	208	121	1,189	2,159	61,592
European schools ...	...	...	52	6,374	16	648	...	...	...	...	68	7,022
Total ...	48	6,287	2,369	202,684	51,269	1,175,962	270	7,438	13,868	139,594	67,824	1,531,965

1896-97. GENERAL SUMMARY.

Divisions in Bengal.	Colleges.		Secondary schools.		Primary schools.		Special Schools.		Private institutions.		Total.	
	Institutions.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	7	867	491	40,745	10,483	270,652	12	559	387	3,876	11,380	316,699
Presidency	5	280	474	40,384	5,250	165,489	80	609	110	1,180	5,919	207,892
Calcutta	25	5,277	86	21,787	277	15,095	18	2,279	117	2,857	523	47,295
Rajshahi	3	128	257	17,748	3,675	99,385	10	517	212	2,586	4,157	120,364
Dacca	6	896	521	41,191	8,368	193,921	8	1,190	3,935	37,487	12,838	274,685
Chittagong	2	78	203	16,251	4,531	122,072	5	948	1,766	30,015	6,507	169,361
Patna	4	474	138	15,961	6,274	160,772	19	1,278	2,804	27,206	9,339	205,694
Bhagalpur	2	194	107	9,151	3,956	92,615	10	331	1,357	10,949	5,432	113,240
Orissa	2	79	99	6,477	6,283	103,300	6	293	1,291	8,661	7,681	118,810
Do. Tributary Mahals	...	...	21	1,328	1,170	14,999	1	4	40	341	1,232	16,672
Chota Nagpur	...	...	83	6,090	2,563	68,515	28	304	88	1,024	2,762	75,933
European schools ...	...	...	52	7,031	24	1,052	1	47	...	...	77	8,130
Total ...	56	8,273	2,532	224,094	52,854	1,307,867	198	8,359	12,207	126,182	67,847	1,674,775

The demand for high education in the Tributary Mahals and Chota Nagpur is as yet very small. Hence the absence of any collegiate institutions in these places. The Doveton College, La Martinière for Girls, and a few others in Calcutta, and the College Department of St. Paul's School and St. Joseph's College at Darjeeling are conducted almost exclusively for the benefit of European and Eurasian communities; but as these fall under the operations of the Code for European schools, they are not shown separately as belonging to any particular geographical division. The only special school shown in 1896-97 as intended exclusively for pupils of European and Eurasian descent is St. Joseph's Technical School at Darjeeling.

8. *Scholars classified according to Stage of Instruction.*—The following table shows for the years 1892 and 1897, the percentage of scholars in each of the six recognised stages of instruction, those in the professional colleges, special schools, and private institutions being left out of calculation, as they do not fall under any of the categories:—

Year.	Percentage of pupils in the—					
	Collegiate stage.	High stage.	Middle stage.	Upper primary stage.	Lower primary stage (reading printed books).	Lower primary stage (not reading printed books).
1	2	3	4	5	6	7
1891-92 ..	·4	1·9	3·4	5·5	59·5	29·3
1896-97 ...	·4	1·8	3·1	5·3	65·1	24·3

The above shows a relative loss in all the upper stages except collegiate, in which the proportion remains unchanged. In other words, it indicates that the progress of pupils during the past five years has hardly kept pace with the increase in the number of pupils. This is what might be expected since the pupils who join schools must with few exceptions join the lowest classes.

9. From the tables in paragraph 5 we see that out of 10,000 children of school-going age, 1,530 (against 1,400 in 1891-92) were under instruction in 1896-97. Of these, 116 were in private institutions and 9 in professional

GENERAL SUMMARY.

colleges and special schools, while the remaining 1,405 were distributed among the different stages as shown in the next table :—

	Boys.	Girls.	Total.
Collegiate *	12	...	6
High	51	3	25
Middle	85	2	43
Upper primary	145	4	74
Lower primary (A)	1,727	11	916
Lower primary (B)	610	75	341
	2,630	92·3	1,405

* Arts colleges only.

10. *General Estimate of Progress—1892 to 1897.*—The following statement shows, in greater detail, the number and the percentage of boys and girls in the different stages at the end of each of the six years from 1891-92 to 1896-97 :—

Male scholars.

Stage of Instruction.	Number.						Percentage.					
	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate	5,201	5,417	6,221	6,096	6,164	6,351	·40	·42	·48	·44	·43	·45
High	26,600	26,946	26,851	27,790	27,730	27,829	2·05	2·08	2·05	2·00	1·95	1·95
Middle	45,264	43,526	43,040	43,530	44,165	46,328	3·49	3·35	3·29	3·13	3·10	3·23
Upper primary ...	74,007	75,350	74,942	75,720	75,610	78,954	5·71	5·80	5·73	5·46	5·31	5·51
Lower primary (A) ...	775,788	795,182	814,580	832,352	920,787	941,383	59·88	61·26	62·29	63·58	64·69	65·69
Ditto (B)	368,675	351,693	342,099	352,358	349,065	332,118	28·46	27·09	26·16	25·39	24·52	23·17
Total ...	1,295,535	1,298,114	1,307,733	1,387,846	1,423,521	1,432,963	100·	100·	100·	100·	100·	100·

Female scholars.

Collegiate	24	26	19	26	29	33	·03	·03	·02	·03	·03	·03
High	162	215	171	163	171	191	·18	·23	·18	·16	·16	·19
Middle	927	921	931	992	951	1,082	1·05	1·00	97	·96	·91	·02
Upper primary ...	2,359	2,288	2,457	1,961	2,155	2,180	2·67	2·48	2·55	1·89	2·07	2·07
Lower primary (A) ...	47,624	52,279	55,409	59,689	59,806	60,860	53·91	56 63	57·59	57·70	57·34	57·75
Ditto (B)	37,240	36,588	37,231	40,612	41,182	41,036	42·16	39·63	38·69	39·26	39·49	38·94
Total ...	88,336	92,317	96,218	103,443	104,294	105,382	100·	100·	100·	100·	100·	100·

It will be seen that the increase in the upper section of the lower primary stage, and the corresponding decrease in the lower section, so far as male scholars are concerned, has been almost evenly distributed during all the five years under review. The fluctuations in the next three upper stages do not, however, present any such regularity. The high stage has lost almost continuously since 1892-93. The middle and upper primary stages went down both absolutely and relatively till 1893-94, after which the decline was arrested, and they rose relatively, till they reached at the end of 1896-97, nearly the same position as they had held at the end of 1891-92. The increase in the number and percentage of male scholars in the collegiate stage is very marked.

Similar remarks apply to the number and proportion of female scholars in the upper section of the lower primary stage. In the lower section also some progress is indicated by the reduction in the percentage, though the number under instruction is slightly in excess of what it had been. The upper and the middle stages show a slight relative loss, but the increase in the high stage is another sign of progress.

11. *Schools classified according to Management.*—The following table classifies public institutions, division by division, according to their management. Schools maintained by Joint-Committees, that is, Committees composed of

Municipal Commissioners and members of District Boards, are included in those "maintained by District and Municipal Boards":—

1891-92.

District or Division.	Departmental Institutions.		Institutions maintained by District and Municipal Boards.		Aided Institutions.		Unaided Institutions.		Private Institutions.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	25	2,359	38	3,330	8,951	245,645	1,550	35,215	363	3,070	10,927	289,617
Presidency	83	2,292	13	989	4,854	156,037	698	21,408	95	1,241	5,743	181,969
Calcutta	17	3,907	...	...	349	18,823	96	17,634	106	3,037	568	43,401
Rajshahi	30	2,573	32	2,216	2,652	77,138	583	13,593	224	2,969	3,521	98,489
Dacca	23	2,936	23	1,541	5,941	161,088	1,895	43,665	5,039	46,522	12,921	255,752
Chittagong	19	1,693	10	753	5,322	128,378	526	14,221	2,322	34,504	8,199	179,549
Patna	18	3,405	42	2,196	6,039	142,269	293	10,896	3,187	29,684	9,579	188,450
Bhagalpur	13	1,549	18	1,054	2,205	56,045	1,070	19,058	1,221	9,382	4,527	87,088
Orissa	34	1,019	26	1,010	5,225	85,663	1,898	26,106	1,057	7,137	8,240	120,935
Do. Tributary Mahals	7	222	...	...	141	2,053	1,091	14,967	133	859	1,372	18,101
Chota Nagpur... ...	45	2,150	...	...	1,719	51,917	274	6,336	121	1,189	2,159	61,592
European schools ...	1	90	...	...	157	5,558	10	11,374	...	...	68	7,022
Total ...	315	24,195	208	13,089	43,455	1,130,614	9,984	224,473	13,868	139,594	67,824	1,531,965

1896-97.

Burdwan	10	2,012	34	2,854	9,024	260,646	1,925	47,311	387	3,876	11,380	316,699
Presidency	83	2,124	12	1,028	5,069	182,817	645	20,743	110	1,180	5,919	207,892
Calcutta	18	4,166	...	...	304	20,449	84	19,823	117	2,857	523	47,295
Rajshahi	13	2,401	36	2,353	3,320	99,410	576	13,614	212	2,586	4,157	120,364
Dacca...	12	3,199	23	1,328	5,287	155,863	3,581	76,803	3,935	37,487	12,838	274,685
Chittagong	8	1,698	11	849	3,509	110,986	1,213	25,816	1,766	30,015	6,507	169,364
Patna	18	3,490	37	2,086	5,276	145,678	1,104	27,231	2,904	27 206	9,339	205,691
Bhagalpur	10	1,401	23	1,528	2,999	78,705	1,043	20,657	1,357	10,949	5,432	113,240
Orissa	35	1,848	24	1,071	4,055	76,830	2,276	30,400	1,291	8,661	7,681	118,810
Do. Tributary Mahals	...	...	...	...	...	...	1,193	16,331	40	341	1,232	16,672
Chota Nagpur ...	44	2,596	...	...	2,267	64,365	363	7,948	88	1,024	2,762	75,933
European schools ...	1	109	...	...	62	6,543	14	1,478	...	...	77	8,130
Total ...	252	25,044	200	13,097	41,172	1,202,292	14,016	308,160	12,207	126,182	67,847	1,674,775

The decline in the number of departmental schools from 315 to 252 has been due partly to the withdrawal, on the part of Government, from the direct management of some secondary schools for boys, but chiefly to the abolition of the guru-training classes attached to middle schools in 1894-95 in all parts of the Province except the Presidency Division and the Sonthal Parganas. The number of schools under the control of Joint-Committees and District and Municipal Boards remains much the same as before. The loss of aided schools has taken place in Calcutta and in the Dacca, Chittagong, Patna, and Orissa Divisions, the rest of the Province showing an increase.

12. *Race and Creed of Scholars.*—The next table gives a summary of columns 27—29 of general table III, showing the classification of scholars according to race or creed:—

1891-92.

Divisions of Bengal.	In Public Institutions.						In Private Institutions.					
	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	32	319	254,633	28,519	3,046	286,549	...	...	1,900	1,170	...	3,070
Presidency	...	2,211	129,302	49,026	187	180,726	...	...	624	617	...	1,241
Calcutta	172	1,151	34,610	4,051	380	40,183	...	...	36	3,001	...	3,037
Rajshahi	15	405	41,400	53,408	292	95,520	...	...	467	2,493	9	2,969
Dacca	3	1,743	116,127	90,674	683	209,230	...	6	5,632	40,884	...	46,522
Chittagong	7	32	53,406	89,124	2,476	145,045	...	...	1,841	32,341	322	34,504
Patna	2	128	137,179	21,240	217	158,766	...	2	21,669	7.892	121	29,684
Bhagalpur	1	690	59,167	13,416	4,432	77,706	...	54	5,379	3,849	100	9,382
Orissa	10	1,001	110,194	2,376	217	113,798	...	...	6,331	806	...	7,137
Do. Tributary Mahals.	...	55	15,654	88	1,445	17,242	...	...	642	21	196	859
Chota Nagpur	3	3,036	39,327	3,232	14,805	60,403	...	8	588	566	27	1,189
European schools ...	6,676	127	92	53	74	7,022	...	...	...	...	...	...
Total ...	6,921	10,898	991,091	355,207	28,254	1,392,371	...	70	45,109	93,640	775	139,594

1896-97.

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Divisions of Bengal.	In Public Institutions.						In Private Institutions.					
	Europeans and Eurasions.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	43	355	279,681	29,232	3,512	312,823	...	...	2,580	1,296	...	3,876
Presidency	1	2,176	145,749	5[illegible],510	276	206,712	...	...	924	256	...	1,180
Calcutta	107	1,515	37,917	4,490	409	44,438	...	..	1,048	1,807	2	2,857
Rajshahi	16	489	48,875	67,632	766	117,778	...	8	507	2,071	...	2,586
Dacca	1	2,104	128,965	105,109	1,019	237,198	...	15	5,474	31,996	2	37,487
Chittagong	4	58	55,623	80,195	3,469	139,349	...	...	1,058	28,016	941	30,015
Patna	8	173	153,759	24,254	291	178,485	...	3	18,691	8,442	70	27,206
Bhagalpur	...	1,164	73,959	21,031	6,137	102,291	...	27	6,454	4,294	174	10,949
Orissa	8	1,004	105 357	2,859	921	110,149	...	..	7,977	657	27	8,661
Do. Tributary Mahals.	...	95	14,717	80	1,439	16,331	...	...	287	31	23	341
Chota Nagpur	8	5,032	49,171	4,097	16,601	74,909	...	7	359	599	59	1,024
European schools ...	7,622	114	103	65	226	8,130	...	...	...	...	...	...
Total ...	7,818	14,279	1,093,876	397,554	35,066	1,548,593	...	60	45,359	79,465	1,298	126,182

The general increase in the number of pupils in public institutions was shared by every community, the rate of increase being as follows:—Europeans and Eurasians by 12·9 per cent.; Native Christians by 31 per cent.; Hindus by 10·3 per cent.; Muhammadans by 11·9 per cent., and "others," in whom are included pupils of aboriginal descent, by 24·1 per cent. The decrease in the number of Muhammadans in private institutions has been the effect of the disappearance of many Koran schools from the returns, partly on account of their absorption into the departmental system, and partly perhaps on account of a lack of local interest in collecting their statistics, their educational value, as mere rote schools, being but very small.

13. In the next table the figures for 1897 are combined with the statistics of population given in the census tables, so as to show, as far as possible, the proportion of children at school among the different classes of the community. As stated before the percentages are not quite reliable, since the population for 1891 is compared with the pupils for 1897:—

Race or Creed.	Percentage of scholars to children of school-going age in 1896-97.		
	In public institutions.	In private institutions.	Total.
1	2	3	4
Hindus	15·5	·6	1 61
Muhammadans	11·3	2·3	·13·6
Parsis	...	...	...
Sikhs	...	...	...
Buddhists	...	...	...
Native Christians ...	62·0	·16	62·16
Europeans and Eurasians ...	136·	...	136·
Jews	...	...	...
Brahmos	206·4	1·6	208·

The fact that Europeans and Brahmos appear in such large numbers shews that for these communities the school-going age is much higher than the generally recognised limit. It follows, as stated by Mr. Nash, "that though 15 per cent. of the total population is a fair approximation to the total number of children in a province who ought to be at school, it ceases to be so when applied to particular portions of the community.

14. *Languages learnt by Scholars.*—The following table shows the number and percentage of scholar's learning the different languages at the end of the quinquennium :—

Division.	In Public Institutions.						In Private Institutions.		
	English.	Per cent.	Classical language.	Per cent.	Vernacular.	Per cent.	English.	Classical language.	Vernacular.
1	2	3	4	5	6	7	8	9	10
Burdwan ...	29,683	9·5	10,061	3·2	305,741	97·7	48	3,352	602
Presidency ...	26,011	12·6	7,391	3·6	199,767	96·6	...	1,167	13
Calcutta ...	26,032	58·6	12,643	28·4	28,219	58·6	31	1,358	1,499
Rajshahi ...	9,747	8·2	2,861	2·4	115,432	98·	...	1,915	680
Dacca ...	24,188	10·3	20,103	8·5	230,439	97·1	...	34,473	4,551
Chittagong ...	7,284	5·2	36,419	26·1	134,421	96·4	...	28,752	1,972
Patna ...	12,955	7·3	7,530	4·2	172,466	96·6	423	15,141	12,498
Bhagalpur ...	5,495	5·3	2,166	2·1	100,094	97·8	71	5,355	5,594
Orissa ...	4,030	3·6	1,272	1·1	108,938	98·9	...	1,360	7,364
Do. Tributary Mahals.	544	3·3	84	·5	16,244	99·4	2	199	142
Chota Nagpur ...	3,635	4·8	969	1·3	73,959	98·7	...	747	277
European schools	8,130	100·	2,583	28·1	91	·9	...	...	...
Total ...	158,034	10·2	104,082	6·7	1,485,810	95·9	575	93,819	35,192
Total for 1891-92 ...	137,136	9·8	113,426	8·1	1,335,299	95·9	422	1,07,585	33,849

As the same scholar learning two or more languages is entered as many times in general table III, the totals returned under the different heads are much in excess of the grand total of scholars in the returns. By comparing the figures given above with those for 1891-92, it will be seen that the percentage of scholars learning English in public institutions has risen during the last five years from 9·8 to 10·2, or, according to the second test applied by Mr. Nash, 1 out of 67 children of school-going-age was learning English in 1897, against 1 out of 79 in 1892. In classical languages, on the other hand, there has been a decline from 8·1 to 6·7 per cent.—a fact which is probably due to the exclusion from the returns of a large number of Arabic and Persian maktabs.

15. *General Statistics of Expenditure.*—The following statement gives a summary of the statistics in general table IV regarding the expenditure from public and private sources, both direct and indirect, on institutions of all classes :—

Head of Charges.	1891-92.						1896-97.					
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate	5,66,257	...	78	3,25,323	1,40,296	10,31,954	5,49,574	..	...	3,96,858	1,42,107	10,88,539
Secondary	4,74,258	2,29,941	46,991	19,53,152	8,47,339	35,51,681	5,31,233	2,22,865	25,383	22,70,680	9,87,466	40,37,627
Primary	2,09,769	4,74,302	24,984	15,94,736	5,44,964	28,48,755	2,27,485	5,51,119	63,095	17,66,102	5,91,311	31,99,112
Special	2,35,240	6,339	1,281	60,383	71,629	3,74,932	2,66,984	14,814	1,930	72,667	1,04,486	4,60,881
University	...	...	...	93,744	...	93,744	...	...	...	1,61,430	...	1,61,430
Direction and Inspection.	4,13,420	2,34,863	406	...	3,590	6,52,279	4,20,370	2,73,829	2,398	...	3,733	7,00,330
Scholarships	1,70,893	20,217	11	...	23,359	2,14,480	1,67,698	28,336	989	...	29,970	2,26,993
Buildings and Furniture.	3,77,916	5,204	5,621	214	39,371	4,28,326	4,58,936	5,596	3,308	84,555	1,61,155	7,13,550
Miscellaneous	48,208	80,823	3,041	10,567	13.900	1,56,539	70,804	75.852	5,830	1,09,249	1,18,438	3,80,173
Total ...	24,95,961	10,51,749	82,413	40,38,119	16,84,448	93,52,690	26,93,084	11,72,411	1,02,933	48,61,541	21,38,666	1,09,68,635

The total expenditure from all sources shows an increase of Rs. 16,15,945, or 17·2 per cent. The expenditure from public sources has risen by Rs. 3,38,305, or 9·3 per cent., and that from private sources by Rs. 12,77,640, or 22·3 per cent. The increase in Provincial revenue expenditure appears to

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be about two lakhs, but to this should properly be added the money transferred during the quinquennium to district funds, viz., Rs. 31,000 a year since 1894-95, in the shape of extra primary grants to some of the District Boards in the Province, and also a further sum made over when some of the Departmental Sub-Inspectors were transferred to these bodies in 1895-96. This to some extent also accounts for the increase under local funds by about a lakh and a quarter. The increase in the municipal expenditure by about 25 per cent. is the effect of the Government order passed in 1893-94, requiring every mufassal municipality in the Province to make adequate provision for the spread of primary education within its limits. The large increase, to the extent of more than eight lakhs, of expenditure from fees is a very satisfactory feature.

All the heads of expenditure show an increase from Provincial revenues except collegiate education and scholarships, in which there has been a slight decrease. Under local funds the decrease against secondary education has been partly the effect of a falling off in the Boards' resources since the original transfer in 1887-88,—a deficit which has been counterbalanced, in some districts, by cuttings from the allotment for middle schools, a measure which is still threatening the very existence of many aided middle schools in some of the Board districts. The increase of district and municipal fund expenditure on scholarships has been owing to the creation of special scholarships by these bodies, chiefly for the benefit of female medical students and students of technical schools : the establishment of some technical schools at head-quarters of mufassal districts under the auspices of District and Municipal Boards also explains the increase against special instruction under these heads. The decrease in municipal expenditure on secondary education is the effect of the gradual withdrawal or discontinuance of municipal grants to high English and middle schools, with a view to set free funds for primary education.

16. *Direct Expenditure from Public Sources.*—The following table shows the amount of direct expenditure from public sources on public institutions of all classes for the years 1892 and 1897 :—

Year.	In schools under public management.	In aided schools.	Total.
1	2	3	4
	Rs.	Rs.	Rs.
1891-92 ...	10,22,897	12,46,144	22,69,041
1896-97 ...	10,71,710	13,82,772	24,54,482

The above shows an increase of Rs. 1,85,441, or 8·1 per cent. The ratio of the total direct expenditure to the total expenditure from public funds was 61·8 per cent. in 1896-97, against 62·5 per cent. in 1891-92.

17. The statistics of expenditure may now be combined with the statistics of population. This is done in the following table, which shows the average expenditure from public and private sources in 1891-92 and 1896-97 per head of population, male and female :—

Year.	Public funds.	Private funds.	Total.
1	2	3	4
	A. P.	A. P.	A. P.
1891-92	0 9⅔	1 3	2 0⅓
1896-97	0 10⅓	1 6⅓	2 4⅚

The above shows an increase under both the heads, the reason of which has been explained before. The extent of the increase, however, would probably be somewhat reduced if the actual population for 1896-97 could be ascertained. But whatever it is, the cost per head of population is ridiculously small when compared with the average in European countries like England and Scotland in which for elementary education alone the incidence from State grants was about Rs. 1-12 per head of population.

18. *Proportionate Expenditure from Public and Private Funds.*—The extent to which schools depend upon public funds for their support is shown in the following statement:—

Year.	Collegiate education.		Secondary education.		Primary education.		Special education.		Indirect expenditure on education.		Total.	
	From public funds.	From private funds.	From public funds.	From private funds.	From public funds.	From private funds.	From public funds.	From private funds.	From public funds.	From private funds.	From public funds.	From private funds.
1	2	3	4	5	6	7	8	9	10	11	12	13
1891-92	54·9	45·1	21·2	78·8	24·9	75·1	64·8	35·2	88·0	12·0	38·8	61·2
1896-97	50·5	49·5	19·3	80·7	26·3	73·7	61·5	38·5	69·37	30·63	36·1	63·9

The proportion of public expenditure has declined under every head except primary education, towards the expansion and consolidation of which the special efforts of the Department were directed during the past five years.

19. *Expenditure on Scholarships.*—The next table shows the total expenditure on scholarships, classified according to the grade of institutions in which they are held, and also the extent to which it was met from public and private funds:—

Year.	Scholarships held in—					Total expenditure.		Percentage of total on expenditure education.
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Special schools other than training schools.	From public sources.	From private sources.	
1	2	3	4	5	6	7	8.	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1891-92	86,602	28,970	80,953	14,549	3,406	1,91,121	23,359	2·29
1896-97	94,945	17,616	83,036	19,016	12,380	1,97,023	29,970	2·0

There has been an increase in the amount spent on scholarships held in every class of institutions except professional colleges, in which there has been a marked reduction by Rs. 11,354, or 39·1 per cent. owing chiefly to the exclusion (by Sir Alfred Croft's orders) of provincial scholarships awarded by the Assam and Burmese Governments during the past three or four years. The increase in primary and special schools, especially in the latter, is due to the creation of new scholarships from district and municipal funds for the encouragement of primary and technical education noticed above.

More than a third of the total amount spent on scholarships is held in secondary schools. These chiefly represent the large number of middle scholarships awarded all over the Province to enable select boys to continue their studies up to the Matriculation standard.

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20. *Average cost of the Education of each Pupil.*—The next table gives a summary of the information given in general table II regarding the cost of educating each pupil in institutions of different classes :—

Class of Institutions.	1891-92.				1896-97.			
	Provincial revenues.	Local and municipal funds.	Private sources.	Total.	Provincial revenues.	Local and municipal funds.	Private sources.	Total.
1	2	3	4	5	6	7	8	9
Colleges ... Arts ...	52·4	·01	74·2	126·6	45·1	... ..	68·7	113·8
Colleges ... Professional	245·3	...	45·9	291·3	130·0	.....	45·0	175·0
Secondary schools ...	2·4	1·4	14·4	18·2	2·5	1·1	15·4	19·0
Primary „ ...	·2	·4	2·0	2·6	·2	·5	1·9	2·6
Training „ ...	64·9	·7	26·8	92·4	72·2	·4	36·6	109·2
Special* „ ...	25·6	1·0	16·2	42·8	24·5	2·2	18·3	45·0

* Including guru-training classes.

The decrease in the cost of educating each pupil in the arts and professional colleges both to public and to private funds is due chiefly to increased numbers, the rise in the number of pupils in the latter class of institutions having been about 78 per cent. On the other hand, the increase against training schools is, to a great extent, the result of the establishment of English classes in connection with the schools at Calcutta, Hooghly, Dacca, Patna, and Cuttack for which an additional grant of Rs. 20,000 from Provincial revenues was sanctioned.

21. *Reorganization of the Bengal Education Department.*—In concluding the general summary of the educational operations of the last five years, some mention should be made of the recent reorganization of the Bengal Education Department.

The provisions of the scheme are the following:—

The Department is divided broadly into (A) the Superior Service and (B) the Subordinate Service. The former consists of two branches, one including all posts filled by persons appointed in England, which is called "The Indian Educational Service," and the other, including all posts filled by recruitment in India, which is known as "The Provincial Educational Service."

The Indian Educational Service consists of 27 officers, including the Director of Public Instruction, Assam, and includes:—

5 Inspectors of Schools (one being the Director of Public Instruction, Assam).
5 Principals of Colleges.
13 Professors.
1 Superintendent of the School of Art.
3 officers to fill vacancies.

The Provincial Educational Service consists of 104 officers, as follows:—

5 Inspectors of Schools (including the Inspectress), 10 Assistant Inspectors, 7 Principals, 51 Professors of Colleges, 24 Head Masters of Collegiate and Training Schools, 7 others, including the (1) Assistant Superintendent and the (2) Head Master of the School of Art, (3) the Personal Assistant to the Director of Public Instruction, and (4) supernumerary appointments (Professorships).

The Provincial Service is compared of the following classes:—

Class.	Rs.	Number of officers.
I	(700)	2
II	(600)	4
III	(500)	6
IV	(400)	8
V	(300)	12
VI	(250)	22
VII	(200)	26
VIII	(150)	24
		104

The following personal allowances have been sanctioned for certain officers in the Indian Service:—

(*a*) Two allowances of Rs. 250—50—500 a month, and (*b*) three allowances of Rs. 200—10—250 a month. The allowances are open to the two senior Professors at the Presidency College, and to Principals of Colleges and Inspectors of Schools generally, the rule being that they should be given to the senior or most deserving men, and should not be treated as staff allowances attached to certain offices.

It has also been ordered that "an officer of 15 years' approved service, whose total salary did not exceed Rs. 1,000, shall be given a special allowance of Rs. 100 a month."

The Subordinate Education Service is to be composed of the following classes, provided the proposal receives the necessary sanction:—

Class.	Rs.					Number of officers.
I	(250)	...	...	...	...	10
II	(200)	...	...	...	...	24
III	(150)	...	...	...	...	45
IV	(125)	...	...	...	...	60
V	(100)	...	...	....	...	75
VI	(75)	...	...	...	...	90
VII	(60)	...	...	...	...	105
VIII	(50)	...	...	...	...	108
				Total	...	517

22. *Rules and orders of the Bengal Education Department.*—The draft code referred to by Mr. Nash was published in 1896. A revised edition is about to be published.

SUPPLEMENTARY.

22A. The following statement gives in a summary form the expenditure from the different sources of income and their proportion to the total expenditure during the last two years:—

Sources from which expenditure on education is met.	1896.		1897.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
1	2	3	4	5
	Rs.		Rs.	
Provincial revenues	26,35,572	24·7	26,93,084	24·5
District funds	11,89,765	11·2	11,72,411	10·8
Municipal funds	1,06,292	1·0	1,02,933	·9
Fees	46,72,991	43·7	48,61,541	44·3
All other sources	20,76,647	19·4	21,38,666	19·5
Total ...	1,06,81,267	100·	1,09,68,635	100·

There has been a decrease in expenditure from the district and municipal funds, both absolutely and relatively. This has been probably owing to the urgent calls on the resources of District and Municipal Boards on account of medical and famine relief work during the year under report.

23. The subjoined statement shows the proportion of boys actually at school in the different districts, compared with the number of boys of school-going age, taking them at the usual rate of 15 per cent. of male population. The changes in the relative position of districts in the last two years as shown

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in columns 1 and 2 are interesting as indicating the extent of progress or retrogression:—

Position, 1895-96.	Position, 1896-97.	District.	Male population.	Number of boys of school-going age.	Number of Boys at School.		Percentage of Boys at School to Boys of School-going age.	
					Year 1895-96.	Year 1896-97.	Year 1895-96.	Year 1896-97.
1	2	3	4	5	6	7	8	9
2	1	Calcutta	446,746	49,000	29,714	34,652	60·7	70·7
3	2	Chittagong	615,868	92,380	55,131	56,593	59·6	62·2
4	3	Midnapore	1,308,100	196,215	114,017	115,516	57·9	58·8
5	4	Hooghly	509,185	76,377	41,828	43,754	54·7	57·2
6	5	Howrah	384,844	57,726	31,451	31,777	54·5	55·0
1	6	Noakhali	508,727	76,309	51,573	39,764	67·5	51·1
9	7	Bankura	525,941	78,891	35,767	37,587	45·3	47·6
7	8	Backergunge	1,104,443	165,666	85,470	76,602	51·5	46·2
10	9	24-Parganas	989,278	148,392	65,236	67,679	43·9	45·6
13	10	Burdwan	682,872	102,430	42,147	44,549	41·1	43·4
8	11	Balasore	481,638	72,245	33,791	31,277	46·7	43·2
11	12	Dacca	1,200,583	180,887	76,533	75,836	42·4	42·5
12	13	Tippera	911,799	136,770	57,434	57,435	41·9	41·9
14	14	Birbhum	389,639	58,445	23,432	24,165	40·0	41·3
15	15	Cuttack	940,557	141,083	53,048	55,351	37·6	39·2
16	16	Patna	865,732	129,859	43,505	43,895	33·5	33·8
18	17	Singhbhum	271,417	40,712	13,057	12,842	31·9	31·5
19	18	Puri	474,530	71,179	22,528	22,310	31·6	31·3
17	19	Khulna	617,981	92,697	30,127	28,954	32·5	31·2
22	20	Jessore	941,334	141,200	36,483	40,063	25·8	28·4
21	21	Murshidabad	605,665	90,849	24,907	25,631	27·4	28·2
20	22	Faridpur	893,091	135,974	37,580	37,980	27·6	27·9
25	23	Nadia	802,147	120,322	28,209	30,708	23·4	25·5
26	24	Bogra	413,916	62,837	14,720	15,484	23·3	24·6
27	25	Angul	85,768	12,865	2,796	2,928	21·7	22·7
24	26	Mymensingh	1,788,610	268,292	64,310	62,534	23·9	22·4
23	27 Lohardaga		551,873	82,780	29,850	18,132	25·2	21·9
28	27 Malda		399,917	59,987	12,134	13,181	20·2	21·9
29	29	Pabna	677,911	101,686	20,424	19,812	20·0	19·5
35	30	Manbhum	593,199	88,980	15,805	17,283	17·7	19·4
36	31	Monghyr	987,072	148,060	26,123	28,308	17·6	19·1
34	32	Rajshahi	654,338	98,150	17,412	18,544	17·8	18·8
30	33	Gaya	1,045,011	156,751	28,810	29,015	18·3	18·5
31	34 Dinajpur		812,047	121,807	21,970	22,489	18·0	18·4
	35 Jalpaiguri		364,659	54,698	9,851	9,691	18·0	17·7
39	36	Hazaribagh	566,964	85,044	14,959	14,252	15·9	16·7
40	37	Rangpur	1,061,812	159,271	24,304	26,068	15·3	16·3
43	38	Shahabad	990,799	148,619	21,680	23,891	14·5	16·0
37	39	Darjeeling	123,046	18,456	2,976	2,938	16·1	15·9
40	40	Sonthal Parganas	870,567	130,585	20,008	20,667	15·3	15·7
42	41 Bhagalpur		1,004,865	150,730	22,473	23,437	14·8	15·5
46	41 Palamau		294,320	44,148	6,247	6,880	14·1	15·5
45	43	Muzaffarpur	1,305,374	195,806	27,832	30,058	14·2	15·3
44	44	Darbhanga	1,370,985	205,647	29,749	31,410	14·4	15·2
49	45	Chittagong Hill Tracts	59,566	8,935	1,006	1,224	11·2	13·7
47	46	Purnea	993,496	149,024	18,168	20,035	12·1	13·4
37	47	Saran	1,138,926	170,088	27,426	21,800	16·1	12·8
48	48	Orissa Tributary Mahals	849,450	127,407	15,296	16,062	12·0	12·6
33	49	Champaran	936,135	140,420	25,262	17,291	17·9	12·3
		Total ...	36,412,749	5,461,912	1,535,549	1,548,314	28·1	28·3

Some of the districts have lost a good many places. Noakhali has gone down from the 1st to the 6th place, Lohardaga from the 23rd to the 27th, Jalpaiguri from the 31st to the 35th, Saran from the 37th to the 47th, and Champaran from the 33rd to the 49th, which is the last place in the list. The explanation generally given to account for certain districts falling in the scale of progress is the agricultural distress from which they were suffering.

The extract from Sir A. Croft's report quoted before gives a good reason why there is such an apparent difference of progress between one part of the country and another, viz.—the nature of the soil the Department has to work in. I also consider that the manner in which the allotments for primary education have been, so to speak, fixed in amount by the system of local self-government is a very material reason for keeping some districts in a very advanced and others in a very backward state. District funds have been to a very great extent inexpansive, and consequently those districts which for the reason of their having been backward some ten or twelve years ago have, through their getting little or no additional help from public funds, been compelled to remain in a backward state. When the Government finds it in its power to allot more money for primary education purposes those districts which so far back as 1887 received small assignments in proportion to their populations should receive the most liberal treatment. Another cause of differences of progress is the different ways in which the primary grant is administered in the different districts. If the authorities aim more at expansion than at consolidation, the inevitable result is the appearance of a number of bogus schools, which do more harm than good by frittering away the small available resources. Something of this kind made Noakhali appear in previous years as more advanced than the metropolis of British India.

CHAPTER III.—CONTROLLING AGENCIES.

24. The head of the Education Department of Bengal is called the Director of Public Instruction. He is the chief adviser of Government in matters educational. Under him, come the staff of Circle and Assistant Inspectors of Schools, Deputy and Sub-Inspectors. District Boards are entrusted with powers in 38 districts into which the Local Self-Government Act was introduced in 1887-88, and District Committees of Public Instruction have certain limited powers in the remaining districts of the Province.

25. The following table shows the number of inspecting officers of all grades in March 1892 and March 1897:—

Year.	Inspectors.	Inspectress.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Inspecting Pandits and chief gurus.
1	2	3	4	5	6	7
1892-93 ...	6	1	10(a)	46	193(c)	921
1896-97 ...	6	1	10(a)	48(b)	210	479

(a) Including 2 Assistant Inspectors of Muhammadan Education.
(b) Including 2 Additional Deputy Inspectors and 1 Special Deputy Inspector of Schools.
(c) Including 2 Education clerks.

The number of Inspectors of Schools remained the same as before. On the retirement of Rai Brahma Mohan Mallik Bahadur in 1892-93, the Orissa Division was separated from the Western Circle, and placed under the independent charge of Rai Radha Nath Rai Bahadur, whose designation was changed, in consequence, from Joint-Inspector to Inspector. But this increase of one Inspector was neutralised when, in 1893-94, the Rajshahi and Burdwan Divisions were placed under one Inspector. This system continued till 1896-97, when, under the reorganization of the Educational Service, eight Inspectorships were sanctioned for Bengal. The redistribution, however, has been effected since the close of the quinquennium.

26. The number of Assistant Inspectors also shows no change. The Joint-Inspector of Orissa, who was formerly classed under this head, was made an Inspector in 1892-93, as noticed above; and the post of the Assistant Inspector of European Schools was abolished in 1893-94. On the other hand, the Assistant Inspectorships of the Rajshahi and Dacca Divisions, which had long been held in abeyance, were revived. There is now an Assistant Inspector of Schools in each Commissioner's Division except Orissa.

Two of the Assistant Inspectors are required to look after the progress of education among the Muhammadan community only.

27. The number of Deputy Inspectors in 1891-92, including the additional Deputy Inspector of Burdwan, was 46 as shown above and not 47, as shown in the last quinquennial review. The large number of secondary schools in a few districts have rendered it necessary to provide them with Additional Deputy Inspectors: the change, though sanctioned in 1896-97, was only partly carried out before the close of the quinquennium. The number of Deputy Inspectors thus advanced during the last five years from 46 to 48.

28. The number of Sub-Inspectors of Schools shows an increase from 193 (two being Education clerks who were employed as Sub-Inspectors in addition to their duties as clerks) to 210. With a total number of 52,854 primary schools in the Province, there were thus 251 schools on an average to each Sub-Inspector, which is a very high proportion. In some of the more advanced areas the average number of schools per officer is much higher—631 in Cuttack, 597 in Backergunge, 589 in Balasore, and more than 400 in Midnapore and Puri. For these places, as well as for specially backward localities in which schools are few and far between and travelling is difficult, the necessity for additional officers exists; but owing to the limited means at the disposal of District Boards these can be provided very sparingly and after long intervals.

29. Turning now to the subsidiary inspecting agency, the decrease in the number of persons employed in the inspection of primary schools under the

CONTROLLING AGENCIES.

supervision of Sub-Inspectors, from 921 to 479, is chiefly due to the gradual replacement of the chief-guru system by that of whole-time inspecting pandits since 1892-93. The chief gurus had their own pathsalas to look after, and could not, therefore, devote much time to the inspection of those in their neighbourhood, consequently the system has been abandoned.

The employment of inspecting pandits has its drawbacks, as the men are from circumstances not highly educated, and considerable abuses such as falsified diaries, the favouritism and the taking of bribes have been detected. Even the reports for 1896-97 are anything but favourable to the inspecting pandits as a body. That "a large majority of them are found to be unreliable and to have little sense of duty" is the complaint from the Burdwan Division; and remarks of a similar nature have also been received from Patna and Chittagong. In fact, the general tendency seems now to be in favour of replacing them by Sub-Inspectors.

30. *Cost of Direction and Inspection.*—The next table shows the total amount spent on direction and inspection from public funds and the proportion borne by this to the total expenditure on education from the same sources:—

Year.	Provincial Revenues.		District Funds.		Municipal Funds.		Total Expenditure from Public Funds.		Percentage of column 8 to column 9.
	Rs.	Percentage to total Provincial expenditure.	Rs.	Percentage to total District Fund expenditure.	Rs.	Percentage to total Municipal Fund expenditure	On superintendence, *i.e.*, the sum of (2), (4), and (6).	On public instruction.	
1	2	3	4	5	6	7	8	9	10
1891-92 ...	4,13,420	16·56	2,34,863	22·33	406	·49	6,48,689	36,30,123	17·9
1896-97 ...	4,20,370	15·60	2,73,829	23·35	2,398	2·33	6,96,597	39,68,428	17·5

The proportion of the expenditure from public funds on superintendence to the total expenditure from the same funds on public instruction was slightly less in 1896-97 than in 1891-92, though the expenditure itself from each of the three sources named has increased.

31. *Duties of Inspectors and their Subordinates.*—Next to the Director, the Circle Inspector is the chief executive officer of the Department, with general supervision over education, both primary and secondary, in his circle. In the Presidency, Bihar, and Orissa Circles he has also to discharge onerous duties in connection with the Central and Branch Text-Book Committees. The Assistant Inspector is no "separate link in the administrative chain," his business being to collect for the Circle Inspector such information about the condition and progress of schools as the latter officer is unable to obtain by personal inspection. The jurisdiction being generally extensive, the Inspectors and Assistant Inspectors usually arrange their tours so as to go through one portion of the area under their charge pretty thoroughly during the cold-weather months in alternate years, paying short visits to the other in the hot weather and rains. The Inspectress of Schools devotes attention to girls' schools in Calcutta, and to such of them in its neighbourhood and in the Burdwan and Chota Nagpur Divisions as are under missionary management. Subject to the control of the Inspector of Schools, Presidency Circle, the Inspectress has also to arrange for and conduct the examination in the special standards for girls, which is noticed in the chapter on female education. The Deputy Inspector is the chief educational executive officer of the Department in his district. He inspects all schools below the grade of zilla schools, has to look after primary and secondary education under the supervision of the Circle Inspector, to supervise the work of the Sub-Inspectors, and as a member of the District Board (or of the District Committee in a non-Board district) to help these bodies with advice and suggestions. The duty of the Sub-Inspector is chiefly concerned with primary schools. An efficient Sub-Inspector in addition to inspection work will train the gurus in his circle in the art of teaching, and will generally look after the material improvement of the pathsalas with which he has to do. He will also carefully supervise the work of inspecting pandits. The work of an inspecting pandit is much of the same

kind, with a limited area and restricted powers. He too should take part in an attempt to make the gurus under him more efficient. CONTROLLING AGENCIES.

32. Assistant and Deputy Inspectors of Schools are required to be out on inspection duty for 150 days in the year, and Sub-Inspectors for 200 days. Inspections should be thorough and for this reason a Sub-Inspector is not called upon to inspect so many as two lower primary schools even in a day. Anything beyond two a day is regarded as evidence of perfunctory work.

33. A candidate for appointment as Sub-Inspector must either be a B. A. or have passed the F.A. examination and served with credit as a teacher, in a subordinate capacity, in a high school, or as head-master of a middle English school, for not less than three years, exceptions being made in favour of natives of the Chota Nagpur and Orissa Divisions, in whose case the possession of an Entrance certificate with six years' approved service as above is taken as sufficient.

34. *Other Controlling Agencies.*—These are District Boards and District Committees of Public Instruction. Municipal Boards, though they contribute especially towards the maintenance of primary schools for boys, exercise very little executive control, the practice with most municipalities being to place their allotments at the disposal of the Education Department. With the accumulated experience of years, and with the Magistrate as Chairman and the Deputy Inspector of Schools as an *ex-officio* member, District Boards are now becoming efficient factors in the control of middle and primary schools. Harmony is year by year more in evidence between these bodies and the officers of the Department, and in the reports for 1896-97 no complaints of friction are recorded. Delay in payments of grants-in-aid is reported from two divisions, but even these complaints are becoming less frequent.

In some districts Local Boards are entrusted with the management of primary education, but their administration is not generally attended with success. The experiment of giving these bodies a share in the control of secondary education in some districts was marked by failure.

District Boards have still no control over schools in municipal and cantonment areas. The Boards have also no power over what are known as circle schools and those few schools for girls which are in receipt of aid from the grant-in-aid fund, though they may be situated in extra-urban tracts.

35. Besides the statutory bodies noticed above, there are three "Joint Committees" consisting of selected members from the District and Municipal Boards, who with a few *ex-officio* members manage the affairs of the local zilla schools. The management of one such school was thus transferred during the quinquennium under report. The District Committees of Public Instruction have some small control over the affairs of the zilla schools, and also advise the District Magistrates in regard to questions relating to primary education.

SUPPLEMENTARY.

36. Sir Alfred Croft was Director of Public Instruction till the 23rd August 1896, when, on his taking privilege leave for 91 days, I was appointed to act for him. On the expiry of this leave, he was placed on special duty in connection with the reorganisation of the Educational Service and other important matters which were then awaiting the orders of Government, and on which the results of his long experience and mature judgment were needed. On Sir Alfred's retirement from the public service on the 23rd February 1897, I was confirmed as Director of Public Instruction.

As Director of Public Instruction I was 38 days on tour out of headquarters and inspected 6 colleges, 1 school of Engineering, 4 medical schools, 2 survey schools, 4 training schools, 9 high schools, and 16 institutions of minor importance, giving a total of 42 inspections. I also attended 8 University meetings and presided at three prize distributions.

37. Except for short periods of leave, Rai Radhika Prasanna Mukherji Bahadur was in charge of the Presidency Circle; Rai Dina Nath Sen Saheb in charge of the Eastern Circle; Rai Radha Nath Roy Bahadur in charge of Orissa. As regards the Rajshahi and Burdwan Circle, it was in my charge up to the 2nd September 1896, from which date it was held by Babu Brajendra Kumar Guha, Assistant Inspector, up to the 22nd November, when it was placed in charge of Mr. Pedler, the Principal of the Presidency College, who held it

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almost to the close of the year. Mr. Slater of the Civil Engineering College assumed charge of the circle in addition to his own duties from the 26th March 1897. Mr. Stack, the Inspector of the Bihar Circle, was on furlough for six months and ten days, during which period Mr. M. Prothero acted for him.

38. The following table shows the inspection work of the Inspectors and Assistant Inspectors:—

Name of Officer.	Days on tour outside head-quarters.	Schools visited.								Total visits paid *in situ* to Schools.				Number of days on duty as an inspecting officer.	Remarks.
		High.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Girls'.	Special and indigenous.	Total.	Secondary.	Primary.	Special and indigenous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rai Radhika Prasanna Mukherji Bahadur, Inspector of Schools, Presidency Circle.	115	50	24	16	14	47	31	12	194	98	89	12	199	294	
Babu Chandra Mohan Majumdar, M.A., B.L., Officiating Inspector of Schools, Presidency Circle.	32	21	8	11	5	6	5	2	58	40	16	2	58	71	
,, Chandra Mohan Majumdar, M.A., B.L., Assistant Inspector of Schools, Presidency Division.	99	32	29	24	19	41	27	4	176	85	87	4	176	253	
,, Matilal Maitra, Officiating Assistant Inspector of Schools, Presidency Division.	6	2	2	2	...	...	1	...	7	6	1	...	7	23	
,, Isan Chandra Ghosh, M.A., Officiating Assistant Inspector of Schools, Presidency Division.	55	20	15	26	8	16	14	7	106	61	38	7	106	88	
Rai Biresvar Chakravarti Bahadur, Assistant Inspector of Schools, Chota Nagpur Division.	28									14	23	...	37	167	From 1st April to 30th June and from 1st October to 15th December.
Babu Isan Chandra Ghosh, M.A., Officiating Assistant Inspector of Schools, Chota Nagpur Division.	51(a)	9	38	32	38	179	55	21	372	34	59	8	101	92	From 1st July to 30th September. (a) Besides 25 days on deputation.
,, Hariprasad Banerji, Assistant Inspector of Schools, Chota Nagpur Division.	86									49	203	16	268	106	From 16th December to 31st March.
Dr. C. A. Martin, LL.D., Inspector of Schools, Rajshahi and Burdwan Circle.	72	11	21	11	1	18	4	5	71	44	22	5	71	145	From 1st April to 23rd August.
Babu Brajendra Kumar Guha, B.A., Officiating Inspector of Schools, Rajshahi and Burdwan Circle.	48	14	8	7	10	47	12	3	101	29	69	3	101	81	From 3rd September to 22nd November.
Mr. A. Pedler, F.R.S., Officiating Inspector of Schools, Rajshahi and Burdwan Circle.	87	40(b)	25	13	2	...	22	10	112	78	24	10	112	123	From 23rd November to 25th March. (b) Including 3 colleges
,, J. Slater, Officiating Inspector of Schools, Rajshahi and Burdwan Circle.	...	...	...	...	...	...	...	...	...	...	...	...	...	6	From 26th to 31st March.
Babu Brajendra Kumar Guha, B.A., Assistant Inspector of Schools, Burdwan Division.	117	35	21	16	7	49	17	4	149	72	73	4	149	277	From 1st April to 2nd September and from 23rd November to 24th March.
,, Haridas Banerji, M.A., Officiating Assistant Inspector of Schools, Burdwan Division.	36	6	8	4	5	14	6	1	44	20	35	1	56	68	From 17th September to 23rd November.
Mr. E. A. LeFeuvre, B.A., Assistant Inspector of Schools, Rajshahi Division.	31	21	45	25	14	21	14	7	147	19	5	...	24	80	From 1st April to 19th June.
Babu Matilal Maitra, Assistant Inspector of Schools, Rajshahi Division.	156(a)									96	42	7	145	263	From 12th July to 31s March.
Rai Dina Nath Sen Sahib, Inspector of Schools, Eastern Circle.	153	41	24	29	26	46	26	7	199	104	88	7	199	365	
Babu Mathura Nath Chatterjea, M.A., Assistant Inspector of Schools, Dacca Division.	158	27	44	70	27	36	20	2	226	146	78	2	226	266	From 9th July to 31st March.
,, Kumud Bandhu Basu, Assistant Inspector of Schools, Chittagong Division.	187	14	34	76	31	45	34	8	242	140	112	9	261	349	Was on privilege leave for 16 days.
Mr. M. Prothero, M.A., Officiating Inspector of Schools, Bihar Circle.	132	41	34	39	10	45	11	13	193	97	47	12	156	160	From 13th April to 19th September.
,, G. A. Stack, Officiating Inspector of Schools, Bihar Circle.	80									36	19	4	59	172	From 1st to 10th April and from 20th October to 31st March.
,, J. A. Renther, Assistant Inspector of Schools, Patna Division.	155	13	22	26	27	185	7	2	282	61	299	2	362	365	
Babu Mathura Nath Chatterjea, M.A., Assistant Inspector of Schools, Bhagalpur Division.	7(c)	15	26	39	33	74	15	5	207	1	3	...	4	91	(c) Besides 2 days on special duty at Bankipore. From 1st April to 30th June.
Mr. E. A. LeFeuvre, Assistant Inspector of Schools, Bhagalpur Division.	146(d)									86	121	5	212	274	From 1st July to 31st March.
Babu Radha Nath Rai, Inspector of Schools, Orissa Division.	160	10	15	12	30	169	23	13	272	65	218	19	302	365	(d) Besides 12 days spent on special duty at Bhagalpur.
Maulvi Abdul Karim, B.A., Assistant Inspector of Schools, Muhammadan Education, Presidency Circle and Orissa Division.	151	31	13	16	21	61	22	16	180	73	103	16	192	360	
,, Muhammad Ibrahim, B.A., Assistant Inspector of Schools, Muhammadan Education, Rajshahi and Burdwan Circle.	140	20	25	15	11	111	4	25	211	60	126	25	211	365	
Mr. H. A. Bamford, Inspector of European Schools, Bengal.	74	8	23	...	14	...	...	...	45	85	31	...	116	365	
Mrs. M. Wheeler, Inspectress of Schools	67	...	...	...	...	6	77	...	77	10	...	...	10	365	

(a) Exclusive of 10 days on transit.

39. *Presidency Circle.*—Rai Radhika Prasanna Mukherji Bahadur was on tour for 115 days, of which 72 days were given to the Presidency and 43 days to the Chota Nagpur Division. In the former he spent 20 days in the 24-Parganas, 16 in Nadia, 14 in Murshidabad, 11 in Jessore, and 11 in Khulna. In the Chota Nagpur Division he spent 10 days in Hazaribagh, 13 in Lohardaga, 11 in Manbhum, and 9 in Singhbhum. Under special instructions from the Director of Public Instruction, his *locum tenens*, Babu Chandra Mohan Majumdar, was not required to visit the remaining district of Palamau

in the Chota Nagpur Division. As stated in previous reports, the Presidency Inspector has many engagements at head-quarters, by reason of his connection with the Central Text-Book Committee and the University of Calcutta. CONTROLLING AGENCIES.

To explain apparent short work by the Assistant Inspector of Schools, Presidency Division, it is necessary to note that his duties as Assistant Secretary to the Central Text Book Committee necessitate his remaining in Calcutta for a considerable time each year. Besides several days were spent by him in inspecting schools in Calcutta within the five-mile radius, which days are not included in column 2 of the statement above.

In the Chota Nagpur Division, Babu Hari Prasad Banerjea, lately employed as an inspecting officer, displayed exemplary zeal and very remarkable energy.

The Inspector of Schools, Presidency Circle, is of opinion that the permanent as well as the Officiating Assistant Inspectors employed in his circle have worked with ability and intelligence.

40. *Rajshahi and Burdwan Circle.*—For myself as Inspector of Schools I was on tour for 72 days (during 145 days), of which 8 were spent in the Burdwan and 64 in the Rajshahi Division. In the former I travelled only in the Burdwan district, and in the latter I toured for 30 days in Darjeeling, 16 in Bogra, and 18 in Pabna; my journeys were cut short by my being suddenly called off to officiate as Director. During the 81 days he acted as Inspector of Schools, Rajshahi and Burdwan Circle, Babu Brajendra Kumar Guha was out on tour for 48 days, all of which were spent in the Burdwan Division, viz., 15 days in Burdwan, 26 in Bankura, 4 in Hooghly, and 3 in Howrah. Mr. A. Pedler was on tour for 87 days (during 123 days), of which 44 were allotted to the Burdwan and 43 to the Rajshahi Division. In the former he spent 7 days in Burdwan, 9 in Birbhum, 8 in Bankura, 10 in Midnapore, 4 in Hooghly, and 6 in Howrah, and in the latter he spent 10 days in Rajshahi, 3 in Dinajpur, 4 in Jalpaiguri, 12 in Darjeeling, 5 in Rangpur, and 9 in Pabna.

41. *Eastern Circle.*—Rai Sahib Dinanath Sen was out on tour for 153 days—96 days in the Dacca Division and 57 days in the Chittagong Division—and paid 199 visits to schools. In the former, 39 days were allotted to Dacca, 23 to Mymensingh, 15 to Faridpur, and 19 to Backergunge; and in the latter, 24 to Tippera, 14 to Noakhali, 15 to Chittagong, and 4 to South Lushai Hills.

42. *Bihar Circle.*—Mr. Prothero was on tour for 132 days (out of 190 days on duty), of which 74 days were given to the Patna Division and 58 days to the Bhagalpur Division. Of the former, 8 days were spent in Patna, 5 in Gaya, 18 in Shahabad, 14 in Saran, 12 in Champaran, and 17 in Muzaffarpur; and of the latter, 18 days were spent in Monghyr, 16 in Bhagalpur, and 24 in the Sonthal Parganas. Mr. Stack was 80 days on tour (out of 172 on duty), viz., 62 days in the Patna Division and 18 days in the Bhagalpur Division. Of the former, 19 days were spent in Patna, 2 in Gaya, 6 in Shahabad, 13 in Saran, 12 in Champaran, 6 in Muzaffarpur, and 4 in Darbhanga; and of the latter, 9 days were spent in Monghyr and 9 in Purnea. Malda received no visit from the Inspector, and the days spent in Gaya and Darbhanga also were disproportionately small.

43. *Orissa Circle.*—Rai Radha Nath Rai Bahadur was 160 days on inspection out of head-quarters, of which 47 were spent in Cuttack, 60 in Balasore, 6 in Angul, 26 in Puri, and 21 in the Tributary Mahals. The long tour in the Balasore district has been ascribed to the fact that being of an elongated shape and lying intermediate between Cuttack and some of the important Tributary States, it had to be passed through oftener than was required for purposes of actual inspection. The Inspector was also detained at Chandbali in the same district for nearly a week on a special occasion. His total visits to schools was 302.

44. *Muhammadan education.*—Maulvi Muhammad Ibrahim, Assistant Inspector of Muhammadan Education, Rajshahi and Burdwan Divisions, was out on tour for 140 days, which were thus distributed:—Burdwan 30, Birbhum 22, Bankura 25, Midnapore 17, Hooghly 31, and Howrah 15. He had visited thoroughly the Rajshahi Division in the preceding year, and accordingly his attention was confined to the Burdwan Division during the year under report. He paid 192 visits to schools.

Maulvi Abdul Karim, Assistant Inspector of Schools, Muhammadan Education, Presidency Circle and Orissa Division, was out on tour for 151 days, of which 101 days were spent in the Presidency, 12 in Chota

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Nagpur, and 38 in the Orissa Division. In the Presidency Division he gave 33 days to the 24-Parganas, 24 days to Khulna, 15 to Nadia, 15 to Murshidabad, and 14 to Jessore. All the 12 days spent by him in the Chota Nagpur Division were given to Manbhum. In the Orissa Division 28 days were spent in Cuttack and 10 in Balasore. He paid 211 visits to schools.

45. *Female education.*—Mrs. Wheeler, Inspectress of Schools, was on tour outside Calcutta for 67 days against 35 in the preceding year. She spent 2 days in Hooghly, 38 in the 24-Parganas, 13 in the Chota Nagpur Division, 13 in Midnapore, and 1 day in Howrah, and paid 77 visits to schools outside Calcutta.

46. *European education.*—Mr. Bamford was on tour for 74 days during the year, against 63 days in the year before.

47. To keep the size of this report within reasonable limits, I have refrained from entering into details regarding the work done by the Assistant Inspectors, exceptions being made in the case of those employed specially to look after Muhammadan education. Suffice it to say that the higher inspecting officers of the department discharged their duties satisfactorily during the year.

48. The following table shows the work done by the Deputy Inspectors :—

District.	Name.	Days serving as an inspecting officer.	Days on tour outside Head-quarters. Actual.	Days on tour outside Head-quarters. Reckoned in proportion to a full year.	Secondary schools under inspection.	Secondary schools visited.	Visits to secondary schools.	Total number of visits paid to schools.	Remarks.
1	2	3	4	5	6	7	8	9	10
Burdwan Division. Burdwan	Babu Sripati Banerjea	365	167	167	121	120	117	229	
	Maulvi Mir Sajjat Ali, Additional Deputy Inspector.	98	24	89			7	19	From 1st April to 7th July.
	Babu Rameswar Sen, Additional Deputy Inspector.	160	84	191			60	121	,, 8th July to 14th December.
	Maulvi Muhammad Sulaiman, B.A., Offg. Additional Deputy Inspector.	107	65	221			45	95	,, 15th December to 31st March.
Birbhum	Babu Uma Prasad De	105	53	184	38	38	20	64	,, 1st April to 14th July.
	,, Becha Ram Ganguli	170	83	178			46	129	Was on privilege leave from 24th December to 23rd March.
	,, Pramatha Nath Chatterjia, M.A. (Offg.)	90	52	210			40	66	From 24th December to 23rd March.
Bankura	,, Hira Lal Pal B.A.	365	161	161	63	63	108	323	
Midnapore	,, Mati Lal Mallik, M.A.	365	203	203	101	94	122	274	
Hooghly	,, Dwarka Nath Sarkar	39	3	28	101	97	...	...	,, 1st April to 9th May.
	,, Rameswar Sen (Offg.)	52	28	197			13	34	,, 10th May to 30th June.
	,, Kali Nath Chaudhuri	274	165	220			141	304	,, 1st July to 31st March.
Howrah	,, Jadu Nath Pal, B.A.	365	180	180	60	58	102	229	
24-Parganas	,, Phani Bhushan Basu, M.A.	365	211	211	142	123	155	312	
Presidency Division. Nadia	,, Ram Das Mukherji (Offg.)	90	20	81	91	86	11	22	,, 1st April to 3rd May and from 2nd July to 27th August.
	,, Mati Lal Maitra	59	17	105			10	17	,, 4th May to 1st July.
	,, Kedar Nath Sen, M.A.	107	49	167			29	55	,, 28th August to 12th December.
	,, Krishna Kisor Adhikari, M.A.	70	44	229			37	49	,, 13th December to 15th January and from 24th February to 31st March.
Murshidabad	,, Madhusudan Sinha, B.A.	365	168	168	51	49	95	253	
Jessore	,, Dwarka Nath Banerji	365	175	175	96	95	149	322	
Khulna	,, Haribar Das	365	174	174	94	92	138	273	
Calcutta	,, Isan Chandra Ghosh, M.A.	182	...	...	...	78	55	73	From 1st April to 30th June, from 4th October to 22nd October, and from 4th December to 11th February.
	,, Krishna Kisor Adhikari, M.A. (Offg.)	135					21	57	,, 1st July to 3rd September and from 23rd October to 3rd December.
	,, Srinath Banerjea (Offg.)	48					19	46	,, 12th February to 31st March.
Rajshahi Division. Rajshahi	,, Adinath Mitra	365	162	162	(a)33	33	89	250	(a) Excludes Rajshahi Collegiate School.
Dinajpur	,, Mahendra Nath Datta	365	196	196	30	30	87	268	
Jalpaiguri	,, Gopal Chandra Ghoshal	67	14	76	24	24	2	3	From 1st April to 6th June.
	,, Tarini Kisor Bardhan	116	70	220			30	112	,, 7th June to 30th September.
	,, Bhuvanesvar Gupta	75	31	151			8	19	,, 1st October to 14th December.
	,, Rameswar Sen	100	60	219			32	76	,, 22nd December to 31st March.
Rangpur	,, Becharam Ganguli	98	31	115	67	66	16	51	,, 1st April to 7th July.
	,, Giridhari Basu	250	151	220			83	210	,, 25th July to 31st March.
Bogra	,, Giridhari Basu	107	5	17	31	30	2	4	,, 1st April to 16th July.
Pabna	Mir Sajjat Ali	257	127	180			62	130	,, 17th July to 31st March.
	Babu Jadu Nath Chakravarti	365	199	199	64	63	129	265	
	,, Uma Kisor Roy	365	170	170	178	157	137	263	
Dacca Division. Dacca	,, Ram Sundar Basak, Additional Deputy Inspector.	119	58	169			75	115	,, 8th July to 3rd November.
	,, Tarak Bandhu Chakravarti, Additional Deputy Inspector.	73	25	125			22	47	
Mymensingh	,, Radha Kisor Chakravarti	365	194	194	136	125	156	251	
Faridpur	,, Sri Nath Guha (Offg.)	39	...	...	100	86	...	...	
	,, Tarak Bandhu Chakravarti	246	125	185			80	220	,, 1st April to 9th May.
	,, Mahim Chandra Chatterjea	80	52	237			42	91	,, 11th January to 31st March.
Backergunge	,, Kali Kisor Ghosh	5	3	219	104	99	2	5	,, 1st to 5th April.
	,, Ramsundar Basak	90	...	...			...	...	
	,, Mahim Chandra Chatterjea	164	87	193			72	175	,, 21st July to 31st December.
	,, Bhubaneswar Gupta	90	75	304			63	151	,, 1st January to 31st March.
Chittagong Division. Tippera	,, Sarada Kanta Sen	365	178	178	81	79	111	308	
Noakhali	,, Rames Chandra Das, B.A. (Offg.)	13	5	140	55	51	2	7	,, 1st to 13th April.
	,, Mahim Chandra Chatterjea, B.A.	96	29	10			25	55	,, 14th April to 18th July.
	,, Srinath Guha	220	96	160			62	164	,, 24th August to 31st March.
Chittagong	,, Mahim Chandra Basu	365	181	181		65	122	280	

	District.	Name.	Days serving as an inspecting officer.	Days on Tour outside Head-quarters. Actual.	Days on Tour outside Head-quarters. Reckoned in proportion to a full year.	Secondary schools under inspection.	Secondary schools visited.	Visits to secondary schools.	Total number of visits paid to schools.	Remarks.
1		2	3	4	5	6	7	8	9	10
Patna Division.	Patna	Babu Ram Prakas Lal	335	219	238	28	19	50	378	From 1st to 8th April and from 9th May to 31st March.
		,, Giriwardhari Lal (Offg.)	30	16	194			9	26	,, 9th April to 8th May.
	Gaya	,, Dwarka Prasad	343	183	194	19	15	41	301	Was on privilege leave from 1st to 17th April and from 17th to 31st March.
		,, Giriwardhari Lal (Offg.)	22	17	282			12	24	From 1st to 7th April and from 17th to 31st March.
	Shahabad	,, Radha Lal	365	179	179	22	21	61	372	
	Saran	Maulvi Abdul Rahim	153	55	125	22	17	22	57	,, 1st April to 31st August.
		Pandit Somnath Jharkandi, B.A.	145	90	226			28	94	,, 7th November to 31st March.
	Champaran	Babu Bhagavati Sahai, M.B., B.L.	64	18	102	12	12	4	13	,, 1st April to 3rd June.
		,, Sripati Mukherjea, B.A.	301	146	177			48	272	,, 4th June to 31st March.
	Muzaffarpur	Pandit Baldeo Misra, B.A.	365	182	182	20	19	73	302	
	Darbhanga	Babu Mukunda Lal (Offg.)	80	20	91	15	13	2	21	,, 1st April to 19th June.
		,, Harabans Sahai (Offg.)	212	122	210			34	194	,, 20th June to 17th January.
		Pandit Ramdhani Pande	73	17	85			5	52	,, 18th January to 31st March.
Bhagalpur Division.	Monghyr	Babu Harabans Sahai (Offg.)	72	30	152	22	22	...	43	,, 1st April to 11th June.
		,, Bhagabati Sahai	293	180	224			84	321	,, 12th June to 31st March.
	Bhagalpur	,, Somnath Jharkandi	217	90	151	12	...	37	115	,, 1st April to 3rd November.
		,, Girivardhari Lal (Offg.)	82	64	284			10	88	,, 4th November to 24th January.
		,, Harabans Sahai	66	36	199			10	85	,, 25th January to 31st March.
	Purnea	,, Sripati Mukherjea	56	20	130	11	11	1	15	,, 1st April to 26th May.
		,, Mukunda Lal	278	147	193			39	249	,, 27th June to 31st March.
	Malda	,, Hari Nath Chatterjea	275	125	166	25	23	55	201	,, 1st April to 23rd May and from 22nd August to 31st March.
		,, Jogeswar Mukherjea (Offg.)	90	63	255			25	95	,, 24th May to 21st August.
	Sonthal Parganas	,, Haridas Banerjea, M.A.	272	118	158	22	22	49	185	,, 1st April to 5th September and from 4th December to 27th March.
		,, Jogeswar Mukherjea (Offg.)	93	52	204			19	59	,, 6th September to 3rd December and from 28th to 31st March.
		,, Samuel Bibhudan Mandal, B.A., Special Deputy Inspector.	365	289	289			15	367	
Orissa Division.	Cuttack	,, Pyari Mohan Sen	365	156	156	42	33	87	253	
	Balasore	,, Raghunath Ghosh	273	118	158	34	31	58	205	Was on privilege leave or three months.
		,, Ramanath Das (Offg.)	192	67	265			35	111	
	Puri	,, Bhagabati Charan Sen	365	153	153	21	20	49	216	
Chota Nagpur Division.	Hazaribagh	,, Ram Taran Samanta	103	33	117	13	13	7	61	Was on privilege leave for 35 days from 22nd May to 25th June.
		,, Kalikananda Mukherjea	227	136	219			44	254	From 17th August to 31st March.
		,, Pran Krishna Banerjea (Offg.)	35	23	240			2	48	,, 22nd May to 25th June.
	Lohardaga	,, Kalikananda Mukherjea	133	38	104	24	23	22	58	,, 1st April to 11th August.
		,, Ram Taran Samanta	226	119	192			71	303	,, 18th August to 31st March.
	Palamau	,, Mati Lal Sarkar	273	148	197	6	6	20	311	Was on privilege leave for three months.
		,, Ram Chandra Banerjea (Offg.)	92	53	210			4	87	
	Manbhum	,, Sital Chandra Chatterjea (Offg.)	40	7	64	26	25	2	8	From 1st April to 10th May.
		,, Krishna Kisor Adhikari, M.A.	58	19	119			8	37	,, 11th May to 7th July.
		,, Gopal Chandra Chatterjea (Offg.)	165	71	157			46	136	,, 8th July to 19th December.
		,, Kedar Nath Sen, M.A.	102	57	204			29	108	,, 20th December to 31st March.
		,, Bhubaneswar Gupta	65	...	...			...	...	,, 1st April to 4th June.
	Singhbhum	,, Sital Chandra Chatterjea (Offg.)	79	55	254	14	13	12	87	,, 5th June to 22nd August.
		,, Gopal Chandra Ghosal	221	151	249			39	217	,, 23rd August to 31st March.

The prescribed minimum of 150 days on inspection out of head-quarters was reached in all the districts excepting Nadia and Noakhali, in each of which it fell short by 20 days, and Saran, in which it fell short by 5 days. Nadia suffered from a frequent change of officers, and so also Noakhali, though in the latter district a little more activity on the part of Babu Srinath Guha, who had the best touring season at his disposal, might have made up for the shortcomings of his predecessors, who had worked in the district in the early parts of the year, when office work was necessarily heavy. Saran was without a Deputy Inspector for 2 months and 7 days, which more than explains the small falling off in that district. Taking the work personally done by each officer and reckoning it in proportion to a full year, it seems that Babu Ramdhani Pande, Deputy Inspector of Schools, Darbhanga, is the only officer who fell short of the prescribed limit. He may be excused on the ground of illness, which ultimately necessitated his going on medical leave.

49. The officers who have been specially reported as having displayed the most commendable zeal and energy are Babu Matilal Mallik of Midnapore, Babu Phani Bhushan Basu of the 24-Parganas, Babu Madhu Sudan Sinha of Murshidabad, Babu Umakisor Roy of Dacca, Babu Mahim Chandra Basu of Chittagong, Babus Hari Das Banerji, Bibhudan Mandal, and Jogesvar Mukerji of the Sonthal Parganas, Babu Harinath Chatterji of Malda, Babu Bhagabati Sahai of Monghyr, Babu Ram Prakas Lal of Patna, Babu Baldeo Misra of Muzaffarpur, and Babu Giriwardhari Lal of Gaya.

CONTROLLING AGENCIES.

50. The following table shows the work done by the Sub-Inspectors:—

Division.	District.	OF SUB-INSPECTORS OF SCHOOLS. Number of Sub-Inspectors of Schools.	Number of days on tour outside head-quarters.	Number of schools visited, including secondary and special.	Number of Schools under Inspection. Primary.	Indigenous.	Total.	Average number of primary schools under inspection.	Average number of visits paid to primary schools.	Total number of visits paid to schools in 1914.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12
Burdwan	Burdwan	6	1,285	1,361	1,263	50	1,313	210	355	2,399	
	Birbhum	3	708	808	912	29	941	304	387	1,277	
	Bankura	4	895	1,315	1,318	74	1,392	329	400	1,737	
	Midnapore	11	2,744	3,079	4,976	98	5,074	453	343	4,039	
	Hooghly	6	1,213	1,301	1,215	...	1,275	212	378	2,461	
	Howrah	4*	655	846	653	23	676	225	286	1,216	(*) Including one Sub-Inspector temporarily appointed for three months.
	Average for the Division.	...	221	256	306	8	314	...	355	386	
Presidency	24-Parganas	11	2,148	1,660	1,648	43	1,691	150	320	3,805	
	Nadia	6	1,338	913	846	44	890	141	360	2,417	
	Murshidabad	4	744	731	701	2	703	175	270	1,176	
	Jessore	6	1,359	1,225	1,193	27	1,220	199	398	2,572	
	Khulna	6	1,413	967	862	4	866	143	353	2,424	
	Average for the Division.	...	212	167	159	4	163	...	341	376	
Calcutta	.....	1	...	228	199	†117	316	119	...	269	†Most of the indigenous schools are Koran and Hindi schools, and are visited by the Inspecting Munshi.
Rajshahi	Rajshahi	5	982	544	552	8	560	110	301	1,492	
	Dinajpur	6	1,207	810	855	58	913	142	306	1,957	
	Jalpaiguri	3	606	415	407	2	409	136	368	1,159	
	Darjeeling	1	209	‡25	‡25	...	‡25	25	170	187	‡ Excludes 85 primary schools on hills.
	Rangpur	8	1,673	905	§846	26	872	106	328	2,857	§ Excludes four municipal schools.
	Bogra	2	436	437	403	88	491	201	318	695	
	Pabna	4	934	568	498	36	534	124	330	1,510	
	Average for the Division.	...	209	128	124	7	131	...	317	305	
Dacca	Dacca	6	1,250	1,305	1,492	2,937	4,429	249	302	2,272	
	Mymensingh	7	1,607	1,803	2,448	259	2,707	347	372	2,898	
	Faridpur	4	950	805	1,407	220	1,627	352	344	1,663	
	Backergunge	5	1,079	1,231	2,986	499	3,485	597	301	1,831	
	Average for the Division.	...	222	234	379	178	557	...	331	394	
Chittagong	Tippera	5	1,049	1,201	1,958	468	2,423	392	352	1,940	
	Noakhali	4	811	838	1,274	438	1,712	318	304	1,369	
	Chittagong	4	867	933	1,232	848	2,080	308	331	1,505	
	Chittagong Hill Tracts.	1	236	65	65	15	80	65	102	106	
	Average for the Division.	...	212	217	324	125	449	...	314	351	
Patna	Patna	4	1,007	966	1,485	548	2,033	371	363	1,614	
	Gaya	4	841	910	969	474	1,443	239	321	1,493	
	Shahabad	4	791	518	667	260	926	166	310	1,398	
	Saran	4	809	589	627	198	825	156	239	1,277	
	Champaran	2	429	304	627	132	759	313	335	749	
	Muzaffarpur	4	839	873	1,004	738	1,742	251	474	2,119	
	Darbhanga	3	669	749	896	555	1,451	298	401	1,284	
	Average for the Division.	...	216	196	251	116	367	...	348	397	
Bhagalpur	Monghyr	3	670	831	1,151	541	1,692	383	370	1,264	
	Bhagalpur	4	879	573	811	440	1,251	203	331	1,420	
	Purnea	4	930	888	833	220	1,053	208	347	1,697	
	Malda	2	433	323	364	10	374	182	312	656	
	Sonthal Parganas	3	1,955	674	694	149	843	87	295	2,567	
	Average for the Division.	...	232	157	183	65	248	...	324	362	
Orissa	Cuttack	5	1,092	1,703	3,154	387	3,541	631	488	2,571	
	Balasore	3	675	849	1,767	122	1,889	589	398	1,341	
	Angul	2	304	176	156	17	173	156	405	435	
	Puri	3	599	848	1,206	765	1,971	402	366	1,195	
	Average for the Division.	...	205	275	483	99	582	...	426	426	
	Orissa Tributary Mahals.	5	1,370	958	1,170	40	1,210	234	296	1,586	
		...	274	192	234	8	242	...	296	317	
Chota Nagpur	Hazaribagh	3	698	431	528	28	556	176	349	1,090	
	Lohardaga	4	830	750	768	36	804	192	300	1,306	
	Palamau	2	322	254	283	16	299	141	288	588	
	Manbhum	3	594	640	641	3	644	214	354	1,149	
	Singhbhum	2	458	294	343	14	357	172	416	899	
	Average for the Division.	...	207	170	183	7	190	...	337	359	

CONTROLLING AGENCIES.

New Sub-Inspectorships were created during the year, 3 by the Department for the districts of Angul, Palamau and Lohardaga, and 5 by District Boards, viz., 1 for Midnapore, 2 for Khulna, and 2 for Rajshahi, the funds in the latter case being provided by the abolition of the inspecting panditships.

The prescribed minimum of 200 days on tour was exceeded in all the divisions, the average varying from 274 days in the Orissa Tributary Mahals to 205 days in the Orissa Division.

The average number of visits to schools exceeded 400 in the Orissa Division only, while in the Patna, Dacca, Burdwan, Presidency, Bhagalpur, Chota Nagpur, and Chittagong Divisions it was between 350 and 400. In the Rajshahi Division and the Orissa Tributary Mahals, the limit of 350 days was not reached. The schools in these tracts are comparatively few and scattered, and in them 300 visits a year in 200 days on tour may be regarded as a satisfactory record.

51. I content myself here with making very few remarks of a personal character regarding the Sub-Inspectors and their work.

Burdwan Division.—Regarding the number of visits paid to schools, Babus Ram Gopal Mukherji, Bankim Chandra Mazumdar, and Maulvi Mohsin Ali of Midnapore paid too few visits to schools for the number of days spent out of head-quarters.

52. *Presidency Division.*—The work of Babu Ram Dayal Ghosh has been remarkably unsatisfactory, and regarding it the Deputy Inspector 24-Parganas writes:—

"I have always found him inattentive to the most urgent and important duties and dilatory in the extreme. The outturn of work shown above will prove how he worked. His tours were in many instances badly arranged, and I had several times to direct his attention to the bad work he was doing."

This officer is a transferred Sub-Inspector, so I am giving him a warning that further unsatisfactory reports will result in his being reduced in the graded list to the class next below that in which he is now serving.

Maulvi Atai Elahi, B.A., failed to satisfy both the tests, having been out for 177 days reckoned in proportion to a full year, and paid 274 visits to schools. The Deputy Inspector of Murshidabad says with regard to this officer's shortcomings that "the explanation offered is that, being new to the district, which is not particularly healthy, he repeatedly fell ill during the rains." This appears to be rather a lame excuse.

53. *Rajshahi Division.*—Babu Joges Chandra Dass, B.A., of Rangpur, failed to attain even the further reduced minimum of 300 visits to schools. "His illness, which necessitated his taking leave for 2 months and 28 days, accounts for the failure." Babu Harivar Mitra of Rajshahi was on tour for 197 days reckoned in proportion to a full year, and visited 225 schools. It appears that the number of days each Sub-Inspector had to spend out of head-quarters to superintend the lower primary scholarship examination has not been credited in favour of Sub-Inspectors in the Rajshahi district. This should have been done as in other districts. In that case Babu Harivar would have exceeded the minimum of 200 days. But still he fell short of the minimum limit of schools to be visited by Sub-Inspectors.

Regarding the shortcomings of Babu Tara Prasad Biswas, B.A., of Jalpaiguri, who is said to have neglected his work throughout the year, the Assistant Inspector remarks as follows:—

"Babu Tara Prasad actually worked for 43 days, and paid only 86 visits to schools. He took medical leave for six months on pretence of illness, the real object being to prepare himself for the B. L. examination. It is a mistake to appoint graduates as Sub-Inspectors, who want to make such appointments stepping-stones. The results of the examinations in this circle have not been given by the Deputy Inspector in his report, but I have been given to understand that they were very unsatisfactory."

The Assistant Inspector condemns all the Sub-Inspectors in Jalpaiguri for careless work. The work of Babu Utsab Chandra Maitra of Bogra fell short. He has failed to give satisfaction. "He never submits his diaries and travelling bills regularly, and is also lax in his work of supervision." I am administering a warning to him as he is a transferred Sub-Inspector, though only on Rs. 50 a month.

CONTROLLING AGENCIES

54. *Dacca Division.*—There is nothing requiring special mention regarding the Sub-Inspectors of this division.

55. *Chittagong Division.*—Babu Ambika Charan Chatterjee and Babu Purna Chandra Gupta, both of Noakhali, failed to attain the minimum standard reckoned in proportion to a full year. They also failed to satisfy the standard as regards the number of visits. The inspection work of Babu Prasanna Kumar Sen of Brahmanbaria, who paid 454 visits in 171 days, cannot be described as satisfactory, as his inspections must have been hurried and careless.

56. *Patna Division.*—The minimum number of days allowed for work on tour has been exceeded by all the Sub-Inspectors, with the exception of Babu Gopal Das of Gaya whose work fell short owing to the indifferent state of his health and to his absence on medical leave during the best working part of the year; and Babus Aurang Behari Sahai, Kishun Sahai and Deokumar Sinha, of Saran who were deputed to famine relief work.

57. *Bhagalpur Division.*—Babu Brij Bihari Sahai and Babu Kandhji Sahai of Bhagalpur failed to attain the 350 standard of visits, their daily averages being 1·4 and 1·5, respectively; but while the former is noticed as an officer "below the average," the latter is described as "being promising and deserving of promotion." The average number of visits in the Sonthal Parganas, in which the Sub-Inspectors are required to spend some time in every village where there is a school, "to persuade the people by advice and instructions to send their boys to school," is necessarily low.

58. *Orissa Division.*—There is nothing calling for special notice regarding the Sub-Inspectors of this division.

59. *Chota Nagpur Division.*—The minimum of 200 days has been, on an average, attained only in the districts of Hazaribagh and Singhbhum. All the other districts suffered more or less owing to transfer of the Sub-Inspectors. The only Sub-Inspector of Schools whose work really appears to have been unsatisfactory is Babu Sidheswar Basu of Lohardaga. He paid only 158 visits to schools in 115 days. Taking on an average 2 visits a day, the figure ought to have approached 230 visits.

60. But mere days and visits are no sure tests of an officer's usefulness, and it was for this reason that a circular was issued during the year under report, that in judging of the nature of work done by a Sub-Inspector of Schools, the success of the schools under his inspection at the departmental examinations should be taken into consideration as the most important criterion. Judged upon this basis, the following officers have been selected for commendation or censure:—

Burdwan Division.—Babu Durga Das Sen of Burdwan, Babu Akshay Kumar Datta of Bankura, Maulvi Mohsin Ali of Midnapore, Babu Jogendra Nath Banerji, and Maulvi Abdul Latif of Hooghly have been unfavourably spoken of.

Calcutta.—Babu Kiran Chandra Banerji, B.A., has been commended for good work.

Rajshahi Division.—Babus Damodar Prasad Sarkar, Brajendra Kumar Ghosh, and Rajani Kanta Bhattacharya of Pabna, and Babus Gobinda Chandra Banerji, Umes Chandra Pande and Radhika Prasanna Deb and Munshi Mia Jan Sarkar of Rangpur have been praised, while Babu Hari Lal Saha and Munshi Moyez-ud-din of Rangpur and Maulvi Barkatulla of Rajshahi have been found fault with.

Dacca Division.—Babus Mathura Nath Guha and Mahananda Datta of Mymensingh have been mentioned as deserving of special commendation.

Chittagong Division.—Babus Hari Har Ray and Rames Chandra Das of Tippera, Kumudesvar Basu of Noakhali, and Govinda Chandra Chakravarti and Rajani Kanta Chakravarti of Chittagong have been praised, while Babus Baikuntha Nath Sen and Prasanna Kumar Sen of Tippera have been censured for unsatisfactory work.

Patna Division.—All the Sub-Inspectors are said to have worked well except those in the Saran district, in which the results of the primary scholarship examinations were unfavourable. Babus Giriwardhari Lal, Bhairab Sahay, and Mangal Dayal Sinha of Patna and Babu Bhagabat Narayan of Darbhanga have been specially praised for good work.

Orissa Division.—Babu Ramanath Das of Balasore, Babu Srinibas Sinha of Angul, and Babu Jagannath Das of Puri are favourably mentioned for

devotion to duty. Babu Srinibas Sinha of Angul has improved the quality of the primary institutions in the district to a very great extent.

In the Orissa Tributary Mahals, the Sub-Inspectors deserving special praise are Babus Bhabagrahi Biswas of Dhenkanal and Narendra Mohan Aditya of Mayurbhanj.

61. Turning to the excessive number of visits paid by some of the Sub-Inspectors (over 2 for each day on tour), which was so severely condemned in previous reports, I regret to have to notice that the evil has not been yet stamped out. In some cases, however, it has been excused on the ground of a Sub-Inspector having an excessive number of schools under his charge, a large number of which must go without inspection if only two visits a day are insisted upon. This is reasonable, and where more than two schools exist in close neighbourhood, they may profitably be inspected in the course of a single day.

There is, however, absolutely no excuse for the perfunctory work done by Babu Barada Prasad Sarkar of Midnapore, if the report be true that he "increased his number of visits by inspecting about 100 of his primary schools over and over again, at the sacrifice of 235 such schools left unvisited."

62. The following table shows the qualifications of the Sub-Inspectors of Schools employed in the province during the year:—

Division.	Number of Sub-Inspectors.	Examination passed.							No certificate.		Remarks.
		M.A.	B.A.	F.A.	Old teachership examination.	Entrance.	M.E.	M.V.	Final of training school or read in a tol.	Read Entrance course.	Did not read Entrance course.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	33	...	6	9	...	11	1	...	2	4	...	...
Presidency	33	...	8	6	1	12	...	...	2	3	1	...
Calcutta	1	...	1	...	...	...	...	...	...	...	...	...
Rajshahi	29	...	5	6	...	10	...	...	6	2	...	...
Dacca	22	1	2	7	...	11	...	...	1	...	...	...
Chittagong	14	...	6	1	...	6	...	...	...	1	...	...
Patna	25	...	1	5	...	7	1	2	1	7	1	...
Bhagalpur	21	...	1	6	...	10	...	...	1	3	...	...
Orissa	13	...	2	2	...	5	...	...	3	1	...	...
Orissa Tributary Mahals	5	...	...	2	...	...	...	...	...	2	1	...
Chota Nagpur ...	14	...	4	2	...	4	...	...	...	4	...	...
Total ...	210	1	36	46	1	76	2	2	16	27	3	...

Of the 210 Sub-Inspectors on the staff, 37, or 17·6 per cent., were graduates. The number of these men will steadily increase as vacancies occur and appointments are made in accordance with the Government orders quoted above. The number of uncertificated men is greatest in the Patna Division, but it is to be remembered that they were employed at a time when very few qualified Biharis could be secured for the purpose. It is a pity that the final students of training schools have been hopelessly mixed up in some of the divisional reports with ex-pupils of Sanskrit tols, none of whom hold any certificates whatsoever.

63. The work done by inspecting pandits is shown in the following statement:—

Division.	Number of men employed.	Number of visits.	Average visits paid to schools by each officer.	
			1895-96.	1896-97.
Burdwan	58(*a*)	27,816	487	480
Presidency	23	9,917	440	431
Calcutta	4	1,565	402	391
Rajshahi	35	12,913	360	369
Dacca	61	35,869	592	588
Chittagong	43(*b*)	20,897	508	486
Patna	80	47,674	684	596
Bhagalpur	60	26,852	429	447
Orissa	75	41,499	576	553
Orissa Tributary Mahals ...	10	1,888	198	188
Chota Nagpur	30	10,800	349	360
Total ...	479	237,690	512	496

(*a*) Including one municipal inspecting pandit.
(*b*) One inspecting pandit has been appointed in Chittagong Hill Tracts since 5th March 1897.

CONTROLLING AGENCIES.

64. The following table shows the qualifications of the inspecting pandits:—

Division.	Number of inspecting pandits.	Certificates.										
		First Arts.	Entrance.	Vernacular mastership.			Middle English.	Middle vernacular.	Upper primary.	Other examinations.	Read Entrance course.	No certificate.
				1st grade.	2nd grade.	3rd grade.						
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan ...	58	1	9	21	3	5	1	9	...	2	4	3
Presidency ...	23	...	8	3	2	...	1	2	...	...	...	7
Calcutta ...	4	...	1	...	...	...	...	...	...	1	2	...
Rajshahi ...	35	...	...	5	1	1	2	19	1	...	3	3
Dacca ...	61	...	3	2	2	5	2	34	...	1	5	7
Chittagong ...	43	...	1	11	1	...	...	21	...	3	2	4
Patna ...	80	...	3	36	7	12	4	11	...	...	1	6
Bhagalpur ...	60	...	3	25	3	3	2	15	...	...	9	...
Orissa ...	75	...	...	22	2	3	4	29	...	9	4	2
Orissa Tributary Mahals.	10	...	...	1	...	...	3	5	...	1	...	...
Chota Nagpur ...	30	...	1	3	1	...	6	10	1	1	1	6
Total ...	479	1	29	129	22	29	25	155	2	18	31	38
Total for 1895-96 ...	486	1	28	98	36	36	29	163	9	24	26	36

It will be observed that there has been a decided gain in the quality of officers employed.

65. *District and Local Boards.*—Most that is worth noticing under these heads has been given in the earlier paragraphs of this chapter. The following statement shows the work of the District Boards:—

District.	Number of members.	Number of meetings held.	Average attendance of members at each meeting.		Remarks.
			1895-96.	1896-97.	
1	2	3	4	5	6
Burdwan	19	15	10	14	
Birbhum	13	12	6	8	
Bankura	15	14	9	9	
Midnapore	24	14	11	11	
Hooghly	27	16	12	15	
Howrah	11	14	7	7	
24-Parganas	25	16	14·2	18	
Nadia	21	17	11·3	12·9	
Murshidabad	21	10	9·3	13·7	
Jessore	25	18	11·5	15·4	
Khulna	17	17	11·4	9·8	
Rajshahi	21	14	9	10·6	
Dinajpur	22	16	7	8	
Jalpaiguri	17	16	7	6·8	
Rangpur	21	11	10	10	
Bogra	16	18	7	8·3	
Pabna	16	12	8	8·8	
Dacca	29	12	13·8	15·5	
Mymensingh	25	24	10·4	10·1	
Faridpur	25	13	13·3	15·7	
Backergunge	24	17(*a*)	9·2	8·9	(*a*) Inclusive of two adjourned meetings.
Tippera	19	18	11·2	10·2	
Noakhali	13	18	8·5	8·1	
Chittagong	19	11	11	13·9	
Patna	25	13	14	12	
Gaya	21	24	11	10	
Shahabad	24	12	11	11·8	
Saran	31	20(*b*)	14·5	14·9	(*b*) Inclusive of three adjourned meetings.
Champaran	17	13	5·7	8·3	
Muzaffarpur	19	13(*c*)	8	7·8	(*c*) Exclusive of five adjourned meetings.
Darbhanga	25	13	13	12	
Monghyr	5	5	3·4	3·3	
Bhagalpur	12	8	3·6	4	
Purnea	6	10	3·1	3·2	
Malda	5	5	3·3	3·2	
Cuttack	21	12	9·8	9·8	
Balasore	16	13	4·1	6·6	
Puri	13	24	4·9	4·8	

The nature of business transacted at these meetings, was of the usual kind; it is not likely to change much from year to year.

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66. *District Committees.*—No information has been given in the divisional reports regarding the working of the Darjeeling and Palamau Committees. The district of Angul has not got any Committee as yet. The other 5 Committees (4 in Chota Nagpur and 1 in the Sonthal Parganas) met and transacted business regarding the management of zilla schools.

67. *Joint-Committees.*—The Joint-Committee (appointed under the Local Self-Government Act) of Backergunge met seven times during the year (the average attendance having been 4·5 out of 7) and prepared budget estimates for the zilla school, appointed teachers, and punished pupils for misconduct. No information has been furnished by the Joint-Committees of Howrah and Monghyr.

CHAPTER IV.—COLLEGIATE EDUCATION.

COLLEGIATE EDUCATION.

68. The present section deals with the Calcutta University only in its relation to Arts Colleges. Questions relating to Law, Medicine and Engineering will be dealt with in the chapter on Technical Education.

69. *The Calcutta University.*—Under the Indian Councils Act of 1892, the University was granted the privilege of electing a member for the Provincial Legislative Council. The privilege of electing Fellows conferred upon Masters of Arts and some other graduates, continued to be exercised on an extended scale, the number so elected during the past five years having been 14, or at the rate of about 3 per annum. The new rules regarding the affiliation of Colleges and the recognition of schools, referred to in Mr. Nash's review, received the sanction of His Excellency the Governor-General in Council. These rules have given the Syndicate the power to see that the new institution claiming its recognition, has an efficient staff of teachers or professors, that it is under respectable management, that its establishment is not likely to be detrimental to sound education and discipline, and that the rate of fees charged to students is adequate. They also provide that, in the case of Colleges, satisfactory assurances shall be given that the institution will be maintained on the proposed footing for five years at least, the Syndicate being authorised to withdraw, with the sanction of the Governor-General in Council, the privilege of affiliation from an institution that may, on enquiry, be found to have lost in efficiency in any way. To prevent overcrowding in dark and ill-ventilated rooms, it has been further provided, that the Syndicate may call for information as to the situation and sanitary condition of a school, and the suitability of the rooms to be used as class rooms. To guard against the chance of false personation at the examinations, the right of sending up private students has been withdrawn from Principals of affiliated Colleges and Head Masters of High Schools under public management, whose information regarding the whereabouts of these candidates was necessarily limited, and has been given to Inspectors of Schools without whose countersignature no application for admission is now entertained. The other important measures initiated during the period under review, relate mainly to the revision of the standards, the chief aim having been the encouragement of practical work, original research and thoroughness. The Premchand Roychand Studentship, which was formerly awarded unconditionally for five years, was made in 1892-93, tenable, in the first instance, for 2 years only, and then for a further period of 3 years, provided the student satisfied the Syndicate that he had engaged himself in some special investigation in connection with the subject or subjects in which the studentship was earned. In 1894-95 the M. A. course in mathematics, which had been first drawn up 30 years ago, and which had become too heavy since then, on account of the incorporation in the text-books of the results of subsequent mathematical research, was split up into two parts, the first consisting of pure mathematics as the principal subject with mixed mathematics as a subsidiary subject, and the second of mixed mathematics as the principal subject with pure mathematics as a subsidiary subject. Descriptive astronomy was added to the B. A. course in mathematics, and also a practical examination in chemistry was instituted. Further, with a view to enable candidates for the F. A. and B. A. examinations to devote more time to original English composition than heretofore, a rule was framed that the number of books usually prescribed should be reduced, and that in one of the papers in English some subject of original composition should be set.

The question of the extension of the University course, by including in the matriculation standard, subjects of practical importance, was under the consideration of the Senate in 1892-93, but the scheme was rejected. Another subject now engaging the attention of the University is the creation of two new degrees in Arts, namely, Doctor in Science and Doctor in Literature. The changes effected in regard to the professional degrees will be noticed in a future chapter.

70. The University was affiliated to the Cambridge University in 1894-95. Similar relations also exist between it and the University of Oxford. The number of Colleges affiliated to the Calcutta University up to the B. A. standard, is stated in the calendar to be 61, and of those affiliated up to the F. A. standard, 36; of these 27 and 13, respectively, are situated in Bengal, one of the latter being the Indian Association for the Cultivation of Science, which, though properly speaking no College, delivers lectures in physical science, attendance at which counts as regular College lectures for admission to the First Examination in Arts.

But, as shown by Mr. Nash, the list in the calendar is anything but accurate, a good many of the institutions named in it having either severed their connection with the University or ceased to exist altogether. In the opinion of the Government of India, it is not desirable to affiliate to one university an institution which is within the sphere of work of another university.

71. The number of candidates that have passed the different examinations in Arts during the last five years is :—Entrance 14,904, First Arts 5,415, B.A. 1,989, M.A. 340. The figures given for the preceding quinquennium were Entrance 11,022; F. A. 4,271; B. A. 1,765, and M. A. 299.

72. The University but seldom exercises its right of conferring honorary degrees. During the period under review, the only degree so conferred by this body was that of D. L., with which Sir Alfred Croft, K.C.I.E., who was for years one of its senators, and latterly its Vice-Chancellor, was honoured on the eve of his retirement from India.

73. *Financial position of the University.*—Exclusive of the interests on the reserve fund of 3 lakhs, and on the trust funds, the income in 1896-97 (from July 1896 to June 1897) amounted to Rs. 2,10,228, of which Rs. 1,79,695 was raised from examination fees alone. The expenditure during the year was Rs. 1,61,430.

74. The amount of the various trust funds administered by the University, was Rs. 6,77,500 in 1896-97, against Rs. 6,19,702 in 1891-92. The income from these funds is spent in the Tagore Law Professorship (Rs. 9,000), and the Premchand Roychand Studentship (Rs. 7,000), and in the award of 11 scholarships, 17 medals and 13 prizes, their values in most cases having been reduced in consequence of the reduction in the interest on Government securities from 4 to $3\frac{1}{2}$ per cent. in 1894-95.

One of the most important trusts created during the period under review, is the Srigopal Basu Mallic Fellowship of Rs. 400 per mensem to be given from 1st of November 1897, to a fellow elected by the Syndicate to enable him to devote himself entirely to the study and research of Sanskrit learning with special reference to the Vedanta system of philosophy, and to deliver, in the course of each year of his fellowship, at least 6 lectures on the general principles of Hindu Philosophy including the Vedanta and the Upanishads. Each fellow is to be elected for two years, and Babu Srigopal Basu Mallic of Calcutta, whose name the Fellowship bears, has executed a registered bond in favour of the University, undertaking to pay annually for five years, for the present, a sum of Rs. 5,000 on the 1st of June each year.

75. *Arts Colleges, English.*—The following table shows the number of Arts Colleges according to management, together with the number of students in them at the end of 1891-92 and 1896-97 :—

Year.	Under public management.		Under private management, aided.		Under private management, unaided.		Total.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
1	2	3	4	5	6	7	8	9
1891-92	12	1,663	7	1,097	15	2,460	34	5,225
1896-97	12	1,663	7	1,509	19	3,212	38	6,384

The number of aided colleges and of those under public management has remained unaltered. The latter includes one institution (Midnapore)

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maintained by the Municipal Board; the rest are maintained by the Department. The increase of 4 unaided colleges may be thus accounted for:—The Bishop's College has ceased to furnish returns since 1894-95; and La Martinière for boys' had no collegiate pupils in 1896-97; but the loss of these two institutions has been more than counterbalanced by the reappearance of the Doveton College and Loretto House with college classes since 1893-94, and by the establishment of college departments in connection with the Central Institution in 1894-95, the Aryya Mission Institution and the Calcutta Boys' School in 1895-96, and the Century School in 1896-97,—all in the town of Calcutta. There are, besides, the Bishop's College at Calcutta, the Harendralal College at Munsiganj in the Dacca district affiliated up to the F. A. standard in 1897, and St. Joseph's College at Darjeeling; these, however, have not furnished the statistical returns called for by the Department.

Three of the colleges, the Bethune College maintained by the department, and the Loretto House and a branch of La Martinière, Calcutta, are for females; the rest are for male pupils. Of the colleges for male students, 2 aided and 14 unaided are under native management; the rest of the institutions under private management are conducted by missionary or other Christian Associations.

76. *Attendance in Arts Colleges.*—The attendance in Arts Colleges during the last six years is shown in the subjoined statement:—

Province.	Number of students in Arts Colleges on the 31st March—						Increase per cent. in the quinquennium.	Number of boys of school-going age among whom one was reading in an Arts College on 31st March—	
	1892.	1893.	1894.	1895.	1896.	1897.		1892.	1897.
1	2	3	4	5	6	7	8	9	10
Bengal ...	5,225	5,443	6,240	6,122	6,193	6,384	22·2	1,050	856

There was a rapid increase in the number of pupils up till 1894, when it was 19·4 per cent. in excess of what it had been in 1892. Since 1894, however, with a slight decrease in 1895, it has remained all but stationary, the net result being an increase of 22·2 per cent. in 1897 over the figures for 1892. As pointed out by Mr. Nash, the accession of pupils to the college classes chiefly depends upon the number of students who annually pass the Entrance and the First Arts examinations. Thus the large increase in 1894 was due to the high percentage of success (65·1) at the Entrance examination of 1893, this percentage having been 39·9 in 1892 and 58·8 in 1897.

The increase, however, has not been shared by all classes of colleges. In Government Institutions, there has been an actual loss, though very slight, as will be seen from the next preceding table. But this is due to the exclusion of the pupils of the Vedic and Title classes attached to the Sanskrit College, which have now been returned as a separate institution, the number of pupils in them in 1892 having been 40. It is the aided institutions which have gained most pupils, the increase in their case being more than 37 per cent. The strength of St. Xavier's College has been nearly doubled, being 369 in 1897 against 197 in 1892, and the General Assembly's College has gained 151 pupils. The unaided colleges (which have increased in number by 26·6 per cent.) have an increase of pupils by 30·6 per cent., the City, Ripon, and Bihar National Colleges and the Braja Mohan Institution at Barisal having made the greatest advance.

But the number of pupils on the 31st March does not fairly represent the real strength of a college. The Arts examinations are held in February, and candidates who fail at an examination, are allowed to appear at the next examination after six months' study in a college; and as this period of study must be completed between June when the new session begins, and February when the examination is held, the names of the students do not appear on the

rolls at the end of March. Thus it is that though the number of college pupils on the 31st March was 6,384, the average monthly roll number during the year was 6,568, the number of pupils actually on the rolls on the 31st December 1896 having been 7,202 against 5,902 on the same date in 1891. Here also the percentage of increase is 22—a remarkable coincidence between the rates at which ordinary and plucked students attending collegiate institutions, have increased during the last five years.

77. The average daily attendance in colleges under public management has risen from 81·4 to 86·2 per cent., in aided colleges from 80·7 to 81 per cent., and in unaided colleges from 58·5 to 85 per cent. It should be observed, however, that the low figure for 1892 in the case of unaided colleges was due to the omission of the average daily attendance in the Metropolitan Institution which had then an average monthly number of 617 on the rolls. Assuming that 80 per cent. of these students were in daily attendance, the percentage in unaided colleges in 1892 would rise to 78, which seems to be a fair approximation to the truth.

78. *Classification of Arts Colleges according to management and grade.*—Colleges are divided into two grades: those affiliated to the University up to the B.A. standard are classed as first grade, and those affiliated to it up to the First Arts standard are classed as second grade. A few colleges, though originally affiliated up to the B.A. standard and classed as first grade in the University calendar, have not got either the B.A. classes or the means of teaching such classes at present. These have, accordingly, been shown in the subjoined statement as belonging to the second grade:—

Management.	1891-92.		1896-97.	
	First grade.	Second grade.	First grade.	Second grade.
1	2	3	4	5
Government	8	3	8	3
Native States	...	...	...	...
Municipal	...	1	...	1
Aided	6	1	5	2
Unaided	6	9	11	8
Total ...	20	14	24	14

The position of the Sanskrit College is peculiar. It prepares candidates for the F.A. and M.A. examinations, but its B.A. pupils are taught all the subjects in the Presidency College except Sanskrit, and are accordingly treated as belonging to that institution. For this reason it has been classified as a second grade college in the above statement.

79. The following are some of the most important colleges in the Province with the number of students borne on their rolls on the 31st March 1892 and 1897:—

	1892.	1897.
Government Colleges—		
Presidency College, Calcutta	428	497
Dacca College	313	318
Missionary Colleges—		
General Assembly's Institution, Calcutta	381	532
Free Church Institution, Calcutta	319	414
St. Xavier's College, Calcutta	197	369
Native Colleges—		
City College, Calcutta	454	623
Ripon College, Calcutta	447	612
Burdwan Raj College	229	274
Metropolitan Institution, Calcutta	508	239

The falling off in the Metropolitan Institution from 508 pupils in 1892 to 239 in 1897, shows how unstable is the basis on which some of the institutions

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under native management stand, depending, as they often do, on the personal influence of gifted individuals, whose exertions make them flourish for a time, and whose removal from the management by death or other causes, makes them dwindle to comparative insignificance. In the present instance, the deterioration has been due to the lamented death of Pandit Isvar Chandra Vidyasagar, C.I.E., in 1891, who was not only the founder but the life and soul of the institution for years.

80. *Expenditure in Arts Colleges.*—The next table shows the total expenditure from different sources on Arts Colleges in each province in 1891-92 and in 1896-97 :—

	From Provincial Revenues.			From District and Municipal funds.	From fees.	From other sources.	Total.
	In colleges under public management.	In aided colleges.	Total.				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
1891-92	2,67,845	24,841	2,92,686	78	2,75,505	1,38,836	7,07,105
1896-97	2,71,104	25,293	2,96,397	...	3,10,506	1,40,861	7,47,764

The total expenditure has risen by 5·7 per cent. against 30 per cent. in the preceding quinquennium—much less in proportion, than the number of pupils under instruction in colleges which has shown an increase of 22·2 per cent. The average cost of educating each pupil has thus been brought down from Rs. 127 in 1891-92 to Rs. 114 in 1896-97. The following table shows the average cost of each pupil in both years for the different classes of colleges :—

	1891-92.	1896-97.
1	2	3
	Rs.	Rs.
Departmental	239	244
Municipal	120	145
Native States	...	...
Aided	133	121
Unaided	45	40

The slight increase against departmental institutions has been the effect of the exclusion of the pupils of the Vedic and Title classes in the Sanskrit College referred to above ; while in the Municipal College at Midnapore it has been due to a loss in the average monthly number from 57 in 1892 to 37 in 1897.

81. *Expenditure from public funds.*—The total expenditure from Provincial revenues increased by Rs. 3,711 or 1·3 per cent., viz. by Rs. 3,259 (or 1·2 per cent.) in colleges under public management, and by Rs. 452 (or 1·8 per cent.) in aided colleges. The increase is too small to require a detailed explanation. Naturally by far the most expensive institution under the department is the Presidency College, the expenditure on which, however, decreased from Rs. 1,78,090 in 1892 to Rs. 1,76,888 in 1897 in the total, the contributions from the Provincial revenues having declined, chiefly in consequence of increased fee-receipts, from Rs. 1,08,968 to Rs. 96,899 during the period under review.

The annual cost to Government of educating a student in this institution was Rs. 172 in 1896-97 against Rs. 223 in 1891-92.

The average cost to Government for each pupil in aided colleges in Bengal was Rs. 18 in 1896-97 against Rs. 21 in 1891-92.

No college in Bengal is in receipt of any aid from the District Funds. The Midnapore College, which is managed by the local Municipality, did not

cost anything to that body during 1896-97, the expenditure having been met from fees and proceeds of endowments, &c., supplemented by a grant from Provincial revenues.

82. *Fees in Arts Colleges.*—The expenditure from fees shows an increase of Rs. 35,001 or 12·7 per cent. It was 41·5 per cent. of the total expenditure in 1896-97 against 38·9 per cent. in 1891-92. The following table gives the average fee expenditure per pupil in the different classes of colleges:—

Year.	Colleges under public management.	Aided colleges.	Unaided colleges.
1	2	3	4
1891-92	82·4	48	26·1*
1896-97	85·7	49·6	24·9

* Excluding La Martiniere and Bishop's College, which have not furnished money returns.

The low average in unaided colleges is probably due to the exclusion of the fee-expenditure in the Metropolitan Institution for the first five months of the year 1896-97, and also to the absence of the money-returns of the Albert College, which had spent Rs. 2,000 from this source in 1891-92. The fee-expenditure in the Calcutta boys school also has not been shown.

The Maharaja's College at Burdwan is a free institution, all the cost being met from contributions from the *Raj*. In institutions under public management, the highest average is shown by the Presidency College with Rs. 142 a head, and the lowest by the Calcutta Madrasah, in which it is Rs. 25 only.

83. *Proportion of fee-receipts to total expenditure.*—The next table shows what percentage of the total expenditure in Government, aided and unaided colleges, was met from the fee-income:—

Year.	Government colleges.	Aided colleges.	Unaided colleges.
1	2	3	4
1891-92	34·9	36·0	57·7
1896-97	35·4	41·0	62·4

It has been shown in the preceding paragraph that in Government colleges the average rate of fees is more than two-thirds as high as in aided colleges; and it is seen from the General Table II, that the average cost of educating each pupil in the former is more than double the average cost in the latter. The reason is obvious. Government institutions are maintained in a high state of efficiency to serve as models for other colleges to work up to.

84. *Expenditure from other sources.*—This includes subscriptions, proceeds from endowments and contributions from missionary societies. These items are very small in Government colleges, being less than 3 per cent. of the total expenditure. The only institutions which have to depend upon them to an appreciable extent are the mufassal colleges at Krishnagar, Rajshahi and Chittagong. In the Rajshahi College the income from endowments (Rs. 10,237) represents a little above 42 per cent. of the total cost. In the Municipal College of Midnapore this percentage is 35·5.

Five out of the seven aided colleges are under missionary management, and the large contributions made by the various missionary societies, under whose auspices they are conducted, account for the high percentage (over 44 per cent.) of the expenditure from other sources in these institutions.

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In unaided colleges, 37·6 per cent. of the total cost was met from subscriptions and endowments. The Maharaja's College at Burdwan has to depend upon this source exclusively, and the Berhampore College nearly so, Rs. 8,546 in the former and Rs. 12,082 in the latter having been contributed by the Maharaja of Burdwan and the late Maharani Svarnamayi, C.I., of Cossimbazar.

85. *Result of the University Examinations in Arts.*—The following statement shows the results of the different University examinations in Arts for the last five years. The number as given in the annual report of the Syndicate will be found to exceed the figures here given to a slight extent in each case, because, of the exclusion, from our returns, of the extra provincial figures (*i.e.*, those for the Cooch Bihar Victoria College and St. Mary's Institution in French Chandernagore.

Name of Examination.	Number of successful candidates in the year—					
	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
1	2	3	4	5	6	7
M. A. Examination	46	54	57	52	83	83
B. A. Examination	273	301	484	416	294	364
F. A. Examination (intermediate between Matriculation and the B. A. Examination).	1,011	830	826	1,162	1,015	1,017(*a*)

(*a*) Inclusive of 11 private candidates.

86. *Proportion of Graduates to matriculated students.*—This, as pointed out by Mr. Nash, it is very difficult to ascertain, as the number of successful candidates at a particular examination includes a good many students who were unsuccessful at the same examination in the preceding year; and it is impossible to eliminate this disturbing factor from our figures so long as the University tables are in their present form. Taking the figures as they stand, it is seen that the M. As. who got their degree in November 1896, represent only 5·3 per cent. of the matriculated students of 1890 of whom about 42 per cent. had passed the F. A. examination in 1892, and 18 per cent. the B. A. examination in 1894. Of the matriculated students of 1891, 43 per cent. passed the F. A. examination in 1893, and 20 per cent. passed the B. A. examination in 1895; of those of 1892, 45 per cent. passed the F. A. examination in 1894, and 16 per cent. the B. A. examination of 1896; and of those of 1893, 34·6 per cent. passed the F. A. examination of 1895, and 10·8 per cent. the B. A. examination of 1897. The matriculated students of subsequent years have not yet reached the B. A. stage.

Apart from the disturbing element referred to above, the fluctuations in the percentage depend also upon the nature of the Entrance and First Arts examinations from year to year. If the test be a hard one, it is most natural that a comparatively large proportion of the passed pupils would succeed in the later examinations; if not, the reverse would be the case. Thus the Entrance test in 1894 was a particularly difficult one; and hence more than 50 per cent. of the boys who passed that year, came off successful at the F. A. examination of 1896. It is safe, however, to conclude from the figures given above that of the students who annually matriculate between 40 and 50 per cent. reach the F. A. stage, between 15 and 20 per cent. reach the B. A. stage, and between 2 and 4 per cent. take the M. A. degree. Of the students who pass through the F. A. stage, a few proceed to the professional colleges to take degrees or licenses in Medicine and Engineering.

87. *Comparative popularity of the B. A. courses in Literature and Science.*—During the last 5 years 6,705 candidates attended the B. A. examination of whom 70·5 per cent. took the Arts course, and 29·5 took the Science course. The percentage of students taking the Arts course has declined during this period from 84 in 1891-92 to 64·6 in 1896-97, and the percentage of those taking the Science course has risen, in consequence, from 16 to 35·4. Again, of

the candidates who have taken the B. A. degree during this period 67 per cent. passed in the Arts course, and 33 per cent. in the Science course. This shows that the failure in the Arts course has been heavier than in the Science course, a fact which is probably due to the comparatively difficult nature of the examinations in literary subjects, especially in mental and moral science which is compulsory on all candidates in the Arts course along with English. The increase in the number of Science students is a satisfactory sign and is due to the improved provision for teaching this branch of learning in the colleges under private management, especially in the City College and the General Assembly's Institution. The Arts course still continues by far the more popular of the two, because students who have the intention of taking to the bar or some of the other learned professions, generally consider it to be of greater use to them in their future career.

88. *Comparative success of Government and other Colleges.*—The next table gives a classification of the candidates who passed the University examinations of 1891-92 and 1896-97, according to the management of the colleges in which they were educated:—

Province.	Name of Examination.	1891-92.					1896-97.				
		Institutions under public management.	Aided institutions.	Unaided institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Unaided institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
	M. A. Examination	24	3	4	15	46	52	14	...	17	83
	B. A. Examination	123	67	73	10	273	129	106	110	(a)19	364
	F. A. Examination (intermediate between Matriculation and B. A. Examination).	159	141	499	12	1,011	267	187	552	11	1,017

(a) Includes one female private candidate.

89. *M. A. Examination.*—The total number of candidates for the M. A. examination in 1896-97 was 194 of whom 60 were teachers and private students, 90 came from 6 Arts colleges maintained by the department, 43 from two aided colleges under Missionary management, and only one from an unaided college under Native management. During the last 5 years 329 candidates passed this examination from Bengal of whom 192 came from the Government colleges (162 from the Presidency College), 43 from the aided Missionary colleges, 13 from two unaided colleges, and 81 were teachers and private students. This shows how feeble the resources of most of the colleges under private management are for teaching M. A. classes. Arranged according to the subjects in which they took their degree, these 329 students are distributed as follows:—English as being of the greatest help in learned professions 146; Latin 3, oriental classics 21, history 3, philosophy as being especially congenial to oriental tastes 42, mathematics 33, science 81. The large number of students in science marks the advent of a new era. Sixty-eight M. As. in English, 16 in mathematics, 15 in Philosophy, and 63 in Science passed from the Presidency College alone.

90. *B. A. Examination.*—The comparative success in the Arts and Science courses has already been explained. Government colleges still hold their own as regards the percentage of success, though the aided and unaided colleges have been passing more and more students year after year. The percentage of success at the examination of 1897 was 30·5 for Government colleges, 27·9 for the aided colleges which are all under Missionary management, and only 18·1 for the unaided colleges.

91. *F. A. Examination.*—Here also the difference exists, but not to the extent noticed above. At the examination of 1897, Government colleges passed 45 per cent. of their candidates, aided colleges 41, and unaided colleges 34.

92. *Provision of Scientific Instruction.*—The Laboratories, both Physical and Chemical, have been improved and enlarged in all the Government colleges

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during the quinquennium. The Professorship of Geology is still maintained with Presidency College.

93. *Extension of Collegiate Education.*—In Bengal there seems to be no need for departmental measures to be adopted for the further extension of collegiate education, private enterprise having perhaps done more in this respect than the country requires. The only Commissioner's Division which is without a college, is Chota Nagpur, and if the high schools at Ranchi, Palamau and Hazaribagh continue to show increased success at the Entrance examination, as they have been doing for some time past, it may be hoped that local efforts will be made to start a second grade college at one of the head-quarters stations of the Division.

94. *Grants to Aided Colleges.*—These do not call for any special remark, as the number of aided colleges has not shown any change, and as the excess expenditure in grants-in-aid from the Provincial revenues in 1896-97 over the figures for 1891-92 is Rs. 900 only.

95. *Employment of Indian Graduates.*—Indian gentlemen, who have graduated either in India or in England, are now extensively employed as higher inspecting officers or Professors of colleges. In the Indian Educational service, of 28 officers (at present) there are three natives of Bengal employed, and in the Provincial service out of 108 officers 96 are natives, of whom sixty-three are employed as Professors and 13 are Inspectors and Assistant Inspectors of Schools. It may be hoped that under the recent re-organisation of the Educational Service, by which special facilities for promotion have been given to Indian graduates of English Universities and Premchand Roychand students of the Calcutta University, Indian officers of high academic distinctions will in the near future be even more plentifully employed than at present. It has been decided that, with the exception of only three colleges, viz., Presidency, Dacca and Patna, which it is desirable to maintain in a high state of efficiency under European supervision, all the Art Colleges will henceforth be manned, as far as possible, by officers of the Provincial Service.

96. *Withdrawal of Government from the direct management of Colleges.*—This process seems for the time at least to have reached its limit in Bengal since the transfer of the Midnapore and Berhampore colleges, the former to municipal, and the latter to private management, in 1887-88. The state of things as regards the Chittagong, Krishnagar, and Rajshahi colleges has not at all changed since Mr. Nash wrote his review, and the question of their transfer to municipal or private bodies must stand over for some time to come, as none are willing to take up the management.

97. *Scholarships.*—Besides 50 senior and 152 junior scholarships which are awarded by Government on the results of the F. A. and Entrance examinations, respectively, and which are open to pupils of all institutions alike and are tenable at any institution in the province and in the United Kingdom, there are 40 special scholarships for Muhammadans, also 5 for females, and 2 for pupils of aboriginal descent. There are also many scholarships founded by private liberality in connection with the different institutions, or on behalf of various communities. The number of graduate scholarships, that is, scholarships which enable graduates to continue their studies up to the M. A. examination, continues to be small. There are altogether 19 scholarships of this class attached to Government colleges, viz., 12 to the Presidency College, 3 to the Madrasah College, 2 to the Sanskrit College, 1 to the Hooghly College, and 1 to the Dacca College. Six of the Presidency College scholarships are remnants of the old Hindu College foundation, and these, as well as the two scholarships attached to the Sanskrit College, are treated as Government scholarships; the rest are paid from endowments made by private gentlemen, whose names they generally bear. The absence of graduate scholarships in mufassal colleges has been held as a reason for the paucity of attendance in the senior classes of these institutions. It may be hoped, however, that private liberality, which has already done so much in the interest of high education in Bengal, will ere long manifest itself in this direction.

The Government scholarships tenable in England continue to be awarded to Indian graduates, and the Calcutta University has its share in the disposal of one of them by rotation, one having been awarded by that body in 1893 and another in 1895. The rules for the tenure of these scholarships were

amended by the Secretary of State in Council in 1893. The Trustees of the Gilchrist Fund have withdrawn the Gilchrist scholarship, which has done so much for the prosecution by Indian graduates of high education in Europe.

The Government senior and junior scholarships referred to above, are generally awarded on the principle of territorial restriction or local consideration, each district or division having its assigned number. This has been often contested, on the ground that deserving students in an advanced division have not infrequently to be passed over in favour of indifferent ones in backward tracts; but there is, no doubt, that if the competition were perfectly free, a disproportionate number of scholarships would fall to metropolitan students, adding unduly to the educational advantages they already enjoy, in comparison with the students in the out-lying districts.

The total expenditure from all sources on scholarships held in Arts Colleges was Rs. 94,945 in 1896-97, against Rs. 86,602 in 1891-92. Of these sums Rs. 75,407, against Rs. 71,507, were paid from Provincial revenues.

98. *Oriental Colleges.*—With the exception of the M. A. degree in oriental classics, the Calcutta University does not confer any academic distinction for proficiency in oriental learning. And even in this, a high proficiency in Western learning is presupposed on the part of the recipient of the honours, as he must have previously passed the B. A. examination. Hence it is that though the Vedic and Title classes in the Sanskrit College, and the Arabic Department of the Calcutta and other Madrasahs impart oriental education to a very high standard, they cannot be regarded as oriental colleges. The classification of the first two as Arts Colleges is based upon the fact of their preparing candidates for the ordinary F. A. examination of the University, and in the case of the Sanskrit College, for the M. A. examination in Sanskrit also. The Sanskrit College with the attached collegiate school is essentially a Brahmanic institution, special advantages in the shape of reduced fees being granted to 200 pupils who are sons of *bonâ fide* pandits or of poor, but respectable Hindu parents, the remissions being met in half the number of cases, out of the proceeds of endowments and subscriptions made by two Hindu ladies. The Madrasah, in the same way, is a Muhammadan institution. In the Oriental section of the Sanskrit College there were 4 students in the M. A. class, 16 in the Sanskirt B. A. classes who read the other subjects in the Presidency College, and 50 students in the Title and Vedic classes in 1896-97, a total of 70, against 50 in 1891-92. The students of the school department also pursue a much higher course in Sanskrit than is required for the University examination. The number of pupils in the Oriental section of the Calcutta Madrasah was 430 in 1896-97 against 425 in 1891-92.

SUPPLEMENTARY.

99. The following table compares the total number of college students at different stages of progress on the 31st December 1895, on the same date of 1896 and on the 31st March 1897:—

Class of Institution.	Reading for F. A.			Reading for B. A.			Reading for M. A.			Total—		
	On 31st December 1895.	On 31st December 1896.	On 31st March 1897.	On 31st December 1895.	On 31st December 1896.	On 31st March 1897.	On 31st December 1895.	On 31st December 1896.	On 31st March 1897.	On 31st December 1895.	On 31st December 1896.	On 31st March 1897.
1	2	3	4	5	6	7	8	9	10	11	12	13
Government	1,096	1,129	952	699	758	605	89	76	75	(*a*)1,884	1,963	1,632
Aided*	962	930	893	584	638	604	49	51	43	1,595	1,619	1,540
Unaided	2,687	2,670	2,348	913	946	860	3	4	4	3,603	3,620	3,212
Total ...	4,745	4,729	4,193	2,196	2,342	2,069	141	131	122	(*a*)7,082	7,202	6,384

* Including municipal.
(*a*) Excluding 41 students reading for Sanskrit titles.

Both First Arts and M. A. classes were nearly as full in December 1896 as they had been in December 1895. The B. A. classes, on the other hand, were much fuller. These fluctuations depend entirely upon the results of the preceding

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University examinations; if the failure be heavy, the number of plucked students attending an extra six months' term increases; if not, it declines.

100. The following table shows the expenditure from all sources in Government, aided, and unaided institutions:—

Colleges—General.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	Average daily attendance.	Expenditure in 1896-97— From public funds. Provincial revenues.	From public funds. District or municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per annum of each student— From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government.				Rs.		Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Presidency	497	562	447	96,899	...	79,989	...	1,76,888	172 6 8	142 5 3	314 11 11
2. Hooghly	181	198	171	25,257	...	14,202	...	39,459	127 9 0	71 11 8	199 4 8
3. Dacca	318	326	319	29,122	...	24,492	...	53,614	89 5 3	75 2 1	164 7 4
4. Krishnagar	83	85	64	15,246	...	4,172	1,600	21,018	179 5 10	67 14 6	247 4 4
5. Patna	188	214	193	31,007	...	16,376	...	47,383	144 14 3	76 8 4	220 6 7
6. Ravenshaw	71	87	76	17,623	...	4,365	895	22,883	202 9 0	60 7 4	263 0 4
7. Rajshahi	104	119	108	9,533	...	4,565	10,237	24,335	80 1 9	124 6 2	204 7 11
8. Bethune	23	22	17	5,924	...	840	...	6,764	269 4 4	38 2 11	307 7 3
9. Sanskrit	54	59	50	20,618	...	1,801	...	22,419	349 7 4	30 8 5	379 15 9
10. Calcutta Madrasah	53	59	53	12,897	...	1,467	...	14,364	218 9 6	24 13 10	243 7 4
11. Chittagong	60	64	53	5,758	...	2,602	70	8,430	89 15 6	41 12 0	131 11 6
Total ...	1,632	1,795	1,551	2,69,854	...	1,54,871	12,802	4,37,557	150 5 8	93 6 7	243 12 3
Total for 1895-96 ...	1,595	1,729	1,526	2,55,647	...	1,51,463	12,771	4,19,881	147 13 9	94 15 9	242 13 6
Municipal.											
1. Midnapore	31	37	28	1,220	...	2,241	1,908	5,369	32 15 7	112 2 2	145 1 9
Total for 1895-96 ...	26	40	28	1,220	...	2,176	1,849	5,245	30 8 0	100 10 0	131 2 0
Aided.											
1. General Assembly's Institution	532	512	464	7,200	...	24,042	23,678	54,920	14 1 0	93 3 3	107 4 3
2. Free Church Institution (Duff College).	414	390	321	6,000	...	19,831	16,789	42,620	15 6 2	93 14 4	109 4 6
3. St. Xavier's College	369	341	237	5,400	...	16,574	12,710	34,684	15 13 5	85 14 0	101 11 5
4. London Missionary Society's College, Bhawanipur.	85	88	67	3,000	...	5,052	7,881	15,933	34 1 5	146 15 5	181 0 10
5. St. Paul's School, Darjeeling (College Department).	12	21	18	1,800	...	2,050	9,390	13,240	85 11 5	544 12 2	630 7 7
6. Narail College	47	50	28	1,550	...	830	2,609	4,989	31 0 0	68 12 6	99 12 6
7. Uttarpara College	50	24	20	343	...	2,415	3,510	6,268	14 4 8	246 14 0	261 2 8
Total ...	1,509	1,426	1,155	25,293	...	70,794	76,567	1,72,654	17 11 9	103 5 5	121 1 2
Total for 1895-96 ...	1,427	1,432	1,148	25,373	...	60,824	77,403	1,63,660	17 11 6	96 8 0	114 3 6
Unaided.											
1. Metropolitan Institution ...	239	277	220	...	...	737	778	1,515*	...	5 7 6	5 7 6
2. City College	623	634	495	...	...	20,237	5,389	25,626	...	40 6 9	40 6 9
La Martinière for Boys	...	...	...	...	...	There were no College classes during the year.					
3. Albert College	60	45	37	...	...	Return of expenditure not furnished.					
4. Ripon College	612	601	575	...	...	15,177	...	15,177	...	25 4 1	25 4 1
5. Maharaja's College, Burdwan ...	274	266	222	...	...	...	8,546	8,546	...	32 2 1	32 2 1
6. Jagannath College, Dacca ...	222	253	204	...	...	8,132	...	8,132	...	32 2 3	32 2 3
7. Berhampur College	130	124	110	...	...	3,000	12,082	15,082	...	121 10 1	121 10 1
8. Tejnarayan Jubilee College, Bhagalpur.	165	157	105	...	...	6,991	1,821	8,812	...	56 2 0	56 2 0
9. Bangabasi College	225	200	168	...	...	3,953	1,905	5,858	...	29 4 8	29 4 8
10. Rajchandra College, Barisal ...	71	68	62	...	...	1,070	1,939	3,009	...	44 4 0	44 4 0
11. Brajamohan Institution, Barisal	150	191	152	...	...	4,980	..	4,980	...	26 1 2	26 1 2
12. Bihar National College, Bankipore.	154	248	225	...	...	11,598	300	11,898	...	47 15 7	47 15 7
13. Doveton College, Calcutta ...	14	22	20	...	...	1,125	5,415	6,540	...	297 4 4	297 4 4
14. Loretto House, College Department.	8	7	6	...	...	1,008	...	1,008	...	144 0 0	144 0 0
15. Central College	113	109	118	...	...	2,662	3,949	6,611	...	60 17 5	60 10 5
16. Arya Mission Institution, College Department.	39	38	32	..	...	300	4,740	5,040	...	132 10 1	132 10 1
17. Calcutta Boys' School, College Department.	24	19	18	...	...	...	1,800	1,800	...	94 11 9	94 11 9
18. Century College	27	51	45	...	...	1,630	920	2,550	...	50 0 0	50 0 0
19. La Martiniere for Girls	2	...	...	...	...	Return of expenditure not furnished.					
Total ...	3,212	3,310	2,814	...	...	82,600	49,584	1,32,184	...	39 14 11	39 14 11
Total for 1895-96 ...	3,145	3,371	2,291	...	...	1,08,208	41,892	1,50,100	...	44 8 5	44 8 5
Grand Total for 1896-97 ...	6,384	6,568	5,548	2,96,397	...	3,10,506	1,40,861	7,47,764	45 2 0	68 11 7	113 13 7
Grand Total for 1895-96 ...	6,193	6,572	4,993	2,82,240	..	3,22,671	1,33,915	7,38,826	42 15 2	69 7 7	112 6 8
Grand Total for 1894-95 ...	6,122	6,338	4,904	2,90,872	...	3,10,498	1,19,505	7,20,875	45 14 3	67 13 6	113 11 9

* Income from September 1896 to March 1897.

The total expenditure from all sources has increased by Rs. 8,938. Government colleges show an increase of Rs. 17,676 and aided colleges of Rs. 9,054. But this has been, to a great extent, brought down by a reduction of Rs. 17,916 in the unaided colleges, owing chiefly to the imperfect returns of the expenditure on the Metropolitan Institution, which shows a total of Rs. 1,515 only, against Rs. 19,198 in the year before, the institution having changed hands when half the year was over, and having also suffered in other ways, with its number of pupils reduced from 421 to 239, or by very nearly 44 per cent.

The expenditure from Provincial revenues in the aided colleges was much the same in both the years. In Government colleges it shows a rise of Rs. 14,237, which took place more or less in all the institutions, except the Dacca, Krishnagar, and Chittagong Colleges, in which there was some decrease owing to increased fee receipts. The fee-receipts increased in all the Government colleges except the Presidency, Patna, and Sanskrit Colleges. This is explained by the slight reduction in the average monthly roll number in the first two institutions.

101. The following is a summary of the foregoing table in which the average cost of educating each pupil is compared for the last six years:—

	1892.	1893.	1894.	1895.	1896.	1897.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total cost of each pupil	127	124	114	114	113	114
The Government share of the same	52	50	46	46	43	45

The total average, though much less than in 1892, has remained practically stationary for the last four years, but the average cost to Government has gone on steadily decreasing except for a slight rise in the past year.

102. First Arts Examination.—The following table shows the results of the First Arts examination held in 1897:—

Name of College.	Number of Candidates.	Number passed in the—			Total passed.	Percentage of success. (Nearest whole number.)
		1st Division.	2nd Division.	3rd Division.		
1	2	3	4	5	6	7
Government Colleges.						
1. Presidency College	111	10	33	37	80	72
2. Hooghly ,, ...	80	1	9	19	29	36
3. Dacca ,, ...	88	2	9	25	36	41
4. Krishnagar ,, ...	32	...	3	10	13	41
5. Patna ,, ...	91	...	5	20	25	27
6. Ravenshaw ,, ...	27	...	3	8	11	41
7. Rajshahi ,, ...	54	...	7	18	25	46
8. Bethune ,, ...	8	2	...	5	7	87
9. Sanskrit ,, ...	25	1	1	7	9	36
10. Calcutta Madrasah	30	...	2	14	16	53
11. Chittagon College	29	1	1	6	8	28
Total ...	575	17	73	169	259	45
Municipal—						
1. Midnapore College	21	...	2	6	8	38
Total ...	21	...	2	6	8	38
Aided—						
1. General Assembly's Institution	167	2	10	42	54	42
2. Free Church Institution and Duff College	97	...	11	26	37	38
3. St. Xavier's College	89	4	7	42	53	59
4. L. M. S. College, Bhawanipur	35	...	2	16	18	51
5. St. Paul's School, Darjeeling	4	...	...	2	2	50
6. Narail Victoria College	29	...	3	10	13	45
7. Uttarpara College	33	...	...	10	10	30
Total ...	454	6	33	148	187	41
Unaided—						
1. Metropolitan Institution	116	2	3	20	25	22
2. City College	221	6	19	56	81	37
3. La Martinière for boys	...	...	...	...	...	Did not compete.
4. Albert College	42	...	2	11	13	31
5. Ripon ,, ...	221	...	8	56	64	29
6. Burdwan Raj College	118	1	14	48	63	53
7. Jagannath College, Dacca	191	...	6	52	58	31
8. Berhampore College	48	3	1	13	17	35
9. Bishop's College	9	...	...	6	6	66
10. Tej Narayan Jubilee College, Bhagalpur	86	...	4	17	21	24
11. Bangabasi College	94	...	2	22	24	26
12. Raj Chandra College, Barisal	40	1	4	9	14	35
13. Braja Mohan Institution, Barisal ...	96	2	13	55	70	73
14. Bihar National College, Bankipore ...	137	1	5	28	34	24
15. Doveton College, Calcutta	15	1	4	3	8	53
16. Loretto House, College Department ...	...	...	...	...	...	Did not compete.
17. Central College, Calcutta	52	...	3	16	19	36
18. Arya Mission Institution	22	...	1	8	9	41
19. Calcutta Boys' School, College Department	16	...	...	5	5	31
20. Century College	56	...	2	19	21	36
21. La Martinière for Girls	...	...	...	...	...	Did not compete.
22. Harendra Lal College, Munshiganj(*a*) ...	1	...	...	...	...	...
Total ...	1,581	17	91	444	552	34
Grand Total for Colleges ...	2,631	40	199	767	1,006(*b*)	38
Grand Total for Colleges, 1895-96 ...	2,523	57	209	730	996	39

(*a*) Did not submit any returns.
(*b*) Exclusive of 11 successful private candidates.

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The number of candidates rose by 108, or 4·3 per cent., and the number of successful candidates by 10, or 1 per cent. There were fewer passes in each of the two higher divisions,—a result which probably indicates that the test was a comparatively difficult one. The new College at Munshiganj in the district of Dacca, which has been affiliated to the University under the name of Harendra Lal College, is the only unsuccessful college of the year.

103. The following table shows the award of the 52 senior scholarships:—

	First grade.	Second grade.	Total.
1	2	3	4
Government colleges—			
Presidency	5	3	8
Hooghly	1	3	4
Bethune	2*	...	2
Sanskrit	...	1	1
Krishnagar	...	1	1
Rajshahi	...	3	3
Dacca	...	2	2
Chittagong	...	1	1
Patna	...	3	3
Ravenshaw, Cuttack	...	2	2
Total	8	19	27
Aided—			
St. Xavier's	...	2	2
Total	...	2	2
Unaided—			
City College	3	2	5
Metropolitan Institution	...	1	1
Doveton College	...	2*	2
Berhampore College	...	3	3
Burdwan Raj College	...	5	5
Braja Mohan Institution, Barisal	...	2	2
Raj Chandra College	...	1	1
Jagannath College	...	1	1
Bihar National Institution, Bankipur	...	1	1
Tej Narayan Jubilee College	...	2	2
Total	3	20	23
GRAND TOTAL	11	41	52

* Two special scholarships reserved for girls.

Of the 52 senior scholars, 30 have chosen the A course and 22 the B course, for the B.A. examination. Again, 22 of the scholarships are held in the Presidency College, 2 in the Bethune College, and 12 in colleges under private management in Calcutta. Of those that are held in the mufassal, 11 are made tenable in Government colleges and 5 in colleges under private management.

Seven of the ten first grade scholarships open to all candidates, were gained by Government colleges, against 6 in the preceding year, one of them having been awarded to a lady student in the Bethune College, which thus got two first grade scholarships during the year, one by reserved right and the other in general competition. The other three were gained by the City College alone, an unaided institution, which beat all its numerous competitors with the exception of the Presidency. Hooghly is the only mufassal college which succeeded in gaining a first grade scholarship. Of the 50 second grade scholarships, which are distributed among the different Commissioners' Divisions including Calcutta, only 2 were secured by an aided college (St. Xavier's), and the rest were equally divided between Government and unaided colleges.

104 The following scholarships reserved for Muhammadan candidates, were also awarded on the results of the last F.A. examination:—

Senior Mohsin scholarship—one at Rs. 16 a month, two at Rs. 14, and two at Rs. 12. Senior Government special scholarships—ten at Rs. 10 and ten at Rs. 7 a month. Three endowed scholarships—two Darbhanga Madrasah scholarships of Rs. 10 each, and one Syed Kazi Reza Hussain's scholarship of the value of Rs. 11 a month.

105. B. A. EXAMINATION.—The following table furnishes the results of the B.A. examination for 1896-97:—

COLLEGES.	A COURSE.					B COURSE.					TOTAL.					Less the number of Passes with Honours in more than one subject included in the preceding columns twice over.	Net passed.
	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Government—																	
1. Presidency College ...	86	8	25	16	49	83	3	21	20	44	169	11	49	36	93	17	76
2. Hooghly „ ...	19	...	...	3	3	26	...	1	2	3	45	...	1	5	6	...	6
3. Dacca „ ...	72	...	1	16	17	31	...	1	6	7	103	...	2	22	24	...	24
4. Krishnagar „ ...	13	...	2	1	3	3	...	...	1	1	16	...	2	2	4	1	3
5. Patna „ ...	45	...	...	8	8	17	...	2	3	5	62	...	2	11	13	...	13
6. Revenshaw „ Cuttack	11	...	...	3	3	5	...	...	2	2	16	...	...	5	5	...	5
7. Rajshahi „ ...	1	...	...	...	...	8	...	...	1	1	9	...	...	1	1	...	1
8. Bethune „ ...	2	...	1	...	1	...	...	...	...	...	2	...	1	..	...	...	1
Total ...	249	8	29	47	84	173	3	25	35	63	422	11	54	82	147	18	129
Aided—																	
1. General Assembly's Institution	72	...	3	21	24	57	...	1	17	18	129	...	4	38	42	...	42
2. Free Church Institution	136	1	9	33	43	15	...	3	4	7	151	1	12	37	50	3	47
3. St. Xavier's College ...	47	...	1	8	9	39	...	...	3	3	86	...	1	11	12	...	12
4. London Missionary Society's College, Bhawanipur	14	...	1	4	5	...	...	...	...	...	14	...	1	4	5	...	5
Total ...	269	1	14	66	81	111	...	4	24	28	380	1	18	90	109	3	106
Unaided—																	
1. Metropolitan Institution	84	...	...	15	15	5	...	...	...	...	89	...	...	15	15	...	15
2. City College ...	52	1	3	5	9	135	...	4	16	20	187	1	7	21	29	1	28
3. Ripon „ ...	133	...	5	22	27	70	...	2	10	12	203	...	7	32	39	...	39
4. Berhampore „ ...	20	...	2	3	5	...	...	...	...	...	20	...	2	3	5	...	5
5. Tej Narayan College, Bhagalpur	19	..	2	3	5	2	...	...	1	1	21	...	2	4	6	...	6
6. Rajchandra College, Barisal	4	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...
7. Bihar National College	30	...	1	5	5	9	...	...	...	...	39	...	...	5	5	...	5
8. Bishop's College ...	3	...	...	1	2	1	...	...	...	...	4	...	1	1	2	...	2
9. Doveton „ ...	3	...	1	1	1	...	...	...	...	...	3	...	...	1	1	...	1
10. Bangabasi „ ...	25	...	...	5	6	1	...	...	...	...	26	...	1	5	6	...	6
11. Central „ ...	12	...	...	3	3	...	...	...	...	...	12	...	...	3	3	...	3
Total ...	385	1	14	63	78	223	...	6	27	33	608	1	20	90	111	1	110
Teachers	78	...	1	12	13	32	...	1	4	5	110	...	2	16	18	...	18
Private candidates	1	...	...	1	1	...	...	...	...	...	1	...	...	1	1	...	1
Grand Total ...	982	10	58	189	257	539	3	36	90	129	1,521	13	94	279	386	22	364
Total for 1895-96 ...	865	6	32	151	189	412	7	32	66	105	1,277	13	64	217	294	27	972

Of the candidates in the Arts course, 26·1 per cent. were successful against 21 per cent. in the year before; of those in the B. course, 24 against 25. More than a third of the B. course students came from the Presidency College, and about a sixth each from the City College and the General Assembly's Institution. The A. course passes are almost equally divided among Government, aided and unaided institutions, the largest number having come from the Presidency College and the Free Church Institution.

The Honours list in the A. course shows a marked rise; in the B. course it is unchanged, the loss in the first division being made up by the gain in the second. The number of candidates who passed with double Honours declined, however, from 27 to 22. Of the thirteen first class Honours, as many as 11 were taken by the Presidency College alone, no other institution having got them in the B. course. Of the second class Honours, too, the Presidency College got nearly 50 per cent.

106. On the results of the B.A. examination, the endowed scholarships of the Presidency College foundation were awarded to the students named below:—

	Name of scholar.	Name of scholarship.	Monthly value of scholarship. Rs.
1.	Harisadhan Mukherji ...	Burdwan scholarship ...	50
2.	Dines Chandra Chatterji ...	Dwarka Nath Tagore scholarship ...	50
3.	Akhil Chandra Chatterji ...	Bird scholarship ...	40
4.	Sarat Chandra Datta ...	Ryan scholarship ...	40
5.	Pramatha Nath Chatterji	Hindu College Foundation scholarship	40
6.	Sures Chandra Ghatak ...	Ditto ditto ...	40
7.	Sris Chandra Ghosh ...	Gopi Mohan Tagore scholarship ...	30
8.	Amiya Nath Choudhuri ...	Hindu College Foundation scholarship	30
9.	Kamini Kumar Bhuttacharjya	Ditto ditto ...	25
10.	Hem Chandra Basu ...	Ditto ditto ...	25
11.	Joges Chandra Sen ...	Ditto ditto ...	25

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Besides the scholarships named above, a scholarship of Rs. 40 given by Mabaraja Durga Charan Laha of Calcutta, was awarded to Rajendra Nath Sen of the Presidency College on the results of the B. A. Examination.

107. M.A. EXAMINATION.—The following table shows the results of the M.A. examination held in November 1896 :—

NAMES OF INSTITUTIONS.	ENGLISH.		LATIN.		SANSKRIT.		ARABIC.		PERSIAN.		HISTORY.		PHILOSOPHY.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Presidency College.	41	17	...	...	...	...	...	...	...	...	...	...	5	5
2. Hooghly College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Dacca College	7	4	...	...	...	...	...	...	...	...	...	...	...	...
4. Krishnagar College.	1	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Rajshahi College.	..	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Sanskrit College.	...	...	...	...	6	3	...	...	...	...	...	...	...	...
Total ...	49	21	...	..	6	3	...	...	...	...	...	...	5	5
Aided Colleges.														
1. Free Church Institution or Duff College.	25	2	...	...	...	...	...	...	...	...	...	...	13	9
2. General Assembly's Institution.	14	1	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	19	3	...	...	...	...	...	...	...	...	...	...	13	9
Unaided College.														
City College ...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Private students	36	8	2	2	...	...	...	...	2	1	...	...	3	1
Teachers	6	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	42	8	2	2	...	...	...	...	3	1	...	...	3	1
GRAND TOTAL FOR 1896-97.	110	32	2	2	6	3	...	...	3	1	...	..	21	15
GRAND TOTAL FOR 1895-96.	103	34	...	...	6	4	1	1	...	...	4	2	17	11

NAMES OF INSTITUTIONS.	MATHEMATICS.				CHEMISTRY.		PHYSICS (B).		PHYSICS (C).		BOTANY.		GEOLOGY.		TOTAL.	
	Group (A).		Group (B).													
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1. Presidency College.	1	1	5	4	8	5	...	...	13	12	...	...	...	..	73	44
2. Hooghly College.	...	...	...	...	2	1	...	...	...	...	...	...	...	...	2	1
3. Dacca College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	4
4. Krishnagar College.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	1	...
5. Rajshahi College.	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...
6. Sanskrit College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	3
Total ...	1	1	5	4	11	6	...	...	13	12	...	...	...	...	90	52
Aided Colleges.																
1. F. C. Institution or Duff College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	11
2. General Assembly's Institution, Calcutta.	9	2	2	...	...	...	...	...	...	...	...	...	...	...	25	3
Total ...	9	2	2	...	...	...	...	...	...	...	...	...	...	...	43	14
Unaided Colleges.																
City College ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Private students	5	4	1	...	1	...	1	...	2	1	...	...	...	...	53	17
Teachers	...	...	...	...	...	...	...	...	...	...	1	...	...	...	7	...
Total ...	5	4	1	...	1	...	1	...	2	1	1	...	...	...	61	17
GRAND TOTAL FOR 1896-97.	15	7	8	4	12	6	1	...	15	13	1	...	...	...	194	83
GRAND TOTAL FOR 1895-95.	16		9		10	8	...	...	17	13	2	...	1	1	177	83

The number of candidates increased from 177 to 194, but the number of successful candidates remained the same in both the years. There were no candidates for the degree in Arabic, history and geology. The subdivision of mathematics into two groups has been explained in the quinquennial paragraphs of this chapter. Of the successful candidates, 38 or 45·8 per cent. took the degree in language, 15 or 18·0 per cent. in philosophy, 11 or 13·3 per cent. in mathematics, and the rest 22·9 per cent. in science. The Presidency College alone passed 44 out of 83, Dacca 4, the Sanskrit College 3, and Hooghly 1. This gives a total of 52 M.As. for the Government Colleges. The aided colleges under the Free Church of Scotland and the General Assembly's Institution passed 11 and 3 respectively. The rest of the successful candidates were private students. The only unaided college which sent up a candidate to this examination was the City College. He took Persian and failed. The Government Colleges at Krishnagar and Rajshahi were also unsuccessful.

108. *Premchand and Roychand Studentship Examination.*—The competition in 1896 was in scientific and mathematical subjects. Applications were received from 4 candidates, 2 of whom presented themselves for the examination. On the result, the studentship was awarded to Jnan Saran Chakrabarti who had graduated M.A. from the Presidency College only the year before.

109. The variation in the number of successful candidates at the different University examinations during the last six years is shown in the following statement:—

Examinations.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13
Entrance	1,695	40	3,156	65	1,946	44	2,293	48	2,308	53	2,899	59
First Arts	1,011	44	830	37	826	38	1,162	41	1,015	39	1,017	37
Bachelor of Arts	280	24	301	25	484	36	416	32	294	23	364	24
Bachelor of Law	48	27	148	47	99	32	71	24	140	40	204	51
Master of Arts	46	36	54	46	57	44	52	36	83	46	83	42

110. The following table shows the academical qualifications of the Professors in the Government Colleges:—

Names of Colleges.	Number of Professors.	M. A.	B. A.	D.Sc.	B.Sc.	F.R.S.	A.R.C.S.	A.R.S.M.F.C.S.	L.M.S.	Senior scholarship.	Not specified.	F. A.	Entrance.	Sanskrit Title examination.	Madrasah examination.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Presidency College ...	26	19	1	3	...	1	1	...	...	...	...	...	...	1	...	26
2. Hoognly ,, ...	8	5	1(*a*)	...	1	...	...	...	...	...	...	...	...	...	1	8
3. Dacca ,, ...	13	6	2(*b*)	1	...	...	...	1	1	...	...	...	...	1	1	13
4. Krishnagar ,, ...	8	5	1	...	...	...	...	...	...	...	1	...	1	...	...	8
5. Patna ,, ...	11	5(*c*)	3(*d*)	...	...	...	...	...	...	...	1	1	1	...	...	11
6. Ravenshaw, Cuttack ...	9	6	1	...	...	...	...	...	...	...	2(*e*)	...	...	...	...	9
7. Rajshahi College	9	6	2(*f*)	...	...	...	...	...	...	...	1	...	...	...	...	9
8. Sanskrit ,, ...	13	3(*g*)	...	...	...	...	...	...	...	...	2	...	...	8	...	13
9. Calcutta Madrasah ...	The staff of Professors has been abolished since its amalgamation in 1888 with the Presidency College.															
10. Chittagong College ...	5	2	2(*h*)	...	...	...	...	...	...	...	...	...	...	1	...	5
11. Bethune ,, ...	7	1	4	...	...	...	...	...	...	...	...	...	...	1	1	7
Total ...	109	58	17	4	1	1	1	1	1	...	7	1	2	12	3	109
Total for 1895-96 ...	96	50	19	2	2	1	1	1	1	1	6	...	1	7	4	96

(*a*) Also Barrister-at-Law.
(*b*) One being also B. L.
(*c*) One also being a Barrister-at-Law, one B.Sc., and one B.L.
(*d*) One also B.Sc., one B.L.
(*e*) One an ex-student of Calcutta Sanskrit College, the other an ex-student of Calcutta Madrasah.
(*f*) One being also a B.L.
(*g*) Two being also B. L.
(*h*) One being also B.L.

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111. COLLEGE REPORTS.—The following is a summary from the reports of colleges, of the more interesting particulars which have not been touched upon in the preceding paragraphs :—

Presidency College.—Mr. Griffiths, while on special leave, retired from service on the 30th September 1896, and Mr. Pedler, who officiated as Principal during his absence, was confirmed as Principal from the date of retirement. On his appointment as Officiating Inspector of Schools, Rajshahi and Burdwan Circle, Mr. Pedler made over charge of his duties on the 1st December to Mr. Gilliland, who in his turn made over the College on the 17th March to Mr. Rowe shortly after his return from furlough. Dr. Bose was on deputation to England from the 21st July 1896 in connexion with researches in Physical science. Mr. Holland resigned his appointment as Lecturer on Geology on the 1st January, and Mr. Hayden was appointed in his place on the 2nd March. Babu Nilkantha Mazumdar was transferred to act as Principal, Ravenshaw College, on the 31st March 1897.

The library is in good condition, 433 volumes having been added to it during the year. The preparation of a new catalogue, a work of great labour, is now well advanced. The Chemical Laboratory prospered under the direct supervision of Mr. Pedler. Since Mr. Pedler's deputation, the superintendence of this laboratory devolved upon Dr. P. C. Roy. The Magnetic Laboratory and the Observatory, the erection of which was sanctioned last year in connexion with the Physical Laboratory, are in a state of progress.

In the 1st-year class attendance at the gymnasium continued to be compulsory, only those who were physically unfit for hard exercises, and who lived at great distances from the college, being exempted from attending it. The college athletic club was not flourishing. The members of the club raised by subscriptions from among themselves Rs. 107, and received a Government contribution to an equal extent. The discipline of the college was well maintained.

A new three-storied wing was added to the Eden Hindu Hostel providing quarters for the Hindu students of the Presidency College and of the two schools attached to it. From November 1896, residence at the Hostel for such students as do not live with their guardians in Calcutta, was made compulsory.

Hooghly College.—Babu Upendra Nath Maitra was on leave without allowance from 24th June to 31st July 1896. The library is in good condition; 55 new books in addition to *Nature* and the *University Magazine*, were added to it during the year, at a cost of Rs. 399-10-3. The Indian Law Reports and Asiatic Society's publications were supplied as usual, throughout the year. Cricket and football were played as heretofore.

Discipline was well maintained throughout the year both in the College and its subordinate institutions.

The Hindu Hostel attached to the College had 32 boarders on the 31st March 1897, against 30 in the previous year. The monitorial system has been tried with success in this Hostel, and it has been found very efficacious for the maintenance of discipline amongst the boarders.

The Muhammadan Hostel had 80 boarders on 31st March, against 77 in the previous year. The general health of the boarders was good, and discipline was well maintained.

Dacca College.—Mr. A. C. Edwardes, the Principal, took furlough in July, and Mr. E. F. Mondy acted for him. On March 16th, Mr. S. Robson relieved Mr. Mondy. Mr. S. C. Hill was transferred to the Presidency College in February.

The fittings for the new Science Laboratory are being rapidly completed, and it is hoped that the Laboratory will be ready for use by the end of the next puja vacation. An oil-gas plant is being erected for laboratory purposes.

During the year 269 volumes were added to the Library, 183 purchased and 86 presented. The Library catalogue has been printed at a cost of about Rs. 200, and will supply a long felt want.

The gymnasium is in good order. The Athletic Club flourishes and is very popular. Cricket, football, and lawn tennis are played regularly.

The Raj Chandra Hindu Hostel receives Rs. 600 annually from Babu Sris Chandra Das, zamindar of Dacca, son of the late Babu Protab Chandra Das, who founded the Hostel.

Krishnagar College.—Mr. W. Billing was Principal throughout the year.

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Printed copies of the revised Library catalogue have just been received. Many valuable works are kept on open shelves. The Principal thinks a special grant for the purpose of purchasing a number of glass fronted almirahs would be money well spent.

The voluntary system in support of football, cricket, &c., was found to be an absolute failure: therefore, while making attendance at the gymnasium or in the playground optional, the rule has been laid down that every lad under instruction, whether in the College or School, is to contribute twelve annas a year to the up-keep of the games.

Discipline was well maintained and moral training was not neglected. At the annual examination there were three bad cases of cheating, which were suitably dealt with.

The attached hostel had 18 boarders, against 28 in the preceding year. Owing to the dearness of provisions the charges were increased from Rs. 5-4 to Rs. 6-8, which resulted in a reduction in the number of boarders. The conduct of the boarders was satisfactory.

Patna College.—Mr. A. Ewbank was Principal throughout the year. Of the 188 students on the 31st March 1897, 151 were Hindus, 4 Brahmos, and 33 Muhammadans. One hundred and thirty three were Biharis and 55 Bengalis. The percentage of Muhammadans has fallen from 26·94 to 17·5; that of Bengalis has risen from 27·46 to 29·2.

Athletic sports continued to be popular. Two cricket grounds have been laid out in the College compound—one for College students and the other for Collegiate school boys. The Library has been arranged by Messrs. James and Mallik. The laboratory requires a grant for the purchase of scientific apparatus.

Ravenshaw College, Cuttack.—Mr. N. L. Hallward was in charge of the College throughout the year.

The conduct of the students generally was good. A Bengali student of the first-year class was fined Rs. 2 and rusticated for one month for deliberately shirking lectures and then lying about it.

The Games' club has obtained popularity, and as a consequence, the gymnastic and the drilling' classes are now badly attended. Cricket, lawntennis, and football were regularly played. Physical exercise is compulsory on all students of the College, except in the case of the fourth-year students.

The attached hostel had 20 boarders on the 31st March 1897, against 12 in the previous year. Two of their number were selected as monitors and one as assistant monitor. The conduct of the boarders generally was good. The extension of the hostel building referred to in the last report is nearly complete.

The books of the library are in good condition. A new catalogue is being printed.

Rajshahi College.—Mr. Livingstone was Principal throughout the year. The number of Muhammadan students has increased from 6 to 12.

The Library was in excellent condition. A manuscript catalogue of books, which is now ready, will be shortly printed.

The gymnastic class continues popular. Cricket and football were regularly played by a large number of students throughout the year.

The management of the Pramathanath Hindu Boarding House attached to the College was in every way satisfactory. In consequence of the high price of food-grains, the monthly fee of the boarders was raised from Rs. 6 to Rs. 7-8 in December last. The average monthly number of boarders on the rolls during the year, was 36. The need of a separate boarding-house for the Muhammadan students of the College and the Collegiate School is keenly felt and is receiving attention.

The students generally were well behaved, and no case of gross misconduct was brought to the notice of the Principal.

Bethune College.—The retirement of Sir Comer Petheram and the death of Mr. Mano Mohan Ghose led to a reorganisation of the Committee of Management, with Sir Francis Maclean, Chief Justice, as President, Justices Rampini, Sale and Jenkins, and Babu Sarada Charan Mitter, as new members, and Mr. Janaki Nath Ghosal as Secretary. Miss Chandra Mukhi Bose was Lady Principal throughout the year. There were 29 boarders, of whom 21 were Brahmos, 6 were Christians, and 2 were Hindus. The health of the boarders was, on the whole, satisfactory. The hospital-room sanctioned last year has been constructed, but certain unforeseen defects have to be remedied before it can be utilized. A fortnightly course of lectures on various useful subjects, was organised as part of a College extension scheme, at the instance, and with the help, of Mr. P. C. Mazoomdar, mainly for the benefit of ladies in the zananas.

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Sanskrit College.—Babu Nilmani Mukherji was Principal throughout the year. The pupils of this College occupied the highest position in Sanskrit at all the higher University examinations last year, from the First Examination in Arts to the examination for the M. A. degree in Sanskrit.

Discipline was, on the whole, well maintained; in one case was an offender, a pupil of the school department, punished with expulsion. Physical exercise (together with drill) is properly attended to. The library is in good condition. The Principal appointed five full-time and eight half-time scribes to rewrite manuscript works which were either rare or damaged, their salaries being paid out of the Government grant of Rs. 500 sanctioned for the purpose. Forty-seven works are reported to have been wholly or partially rewritten by them, including one rare manuscript, viz., the Gadadhar paddhati, a standard work on Hindu law, which was originally written in Uriya character.

Chittagong College.—Babu Abinash Chandra Chatterji, the Principal, was on privilege leave from 2nd to 16th September 1896, and was on sick leave for three months from 9th November, when Babu Biseswar Sen, M.A., Professor of Science and Mathematics, acted for him.

The library is in good order. A catalogue of books has been printed. The total number of books on the 31st March 1897 stood at 3,599, of which 333 volumes were added during the year.

The College Laboratory is also in good order, though insufficiently furnished.

The College boys, who do not take part in drill or gymnastics, play at football and cricket.

The laying out of the play-ground referred to in previous reports and the fitting up wire-fencing were not undertaken during the year, as the boundary question of the College compound is not yet settled. The construction of the Principal's quarters has also been postponed.

The pupils of the College are generally well-behaved, and there was no case of breach of discipline during the year.

The construction of a house for the College Hindu Hostel was finished during the year at a cost of Rs. 4,938. A teacher of the Collegiate School is the Superintendent.

Calcutta Madrasah.—Dr. A. F. Rudolf Hœrnle, C.I.E., was in charge of the Calcutta Madrasah during the whole year.

The library received an addition of books to the value of Rs. 408. A new catalogue which has been in course of preparation is nearly completed.

A gymnasium has been attached to the Madrasah since 1873. In November 1891 its scope was enlarged by the addition of an Athletic Club. Membership is compulsory on the undergraduates and the boys of the upper classes.

The construction of the boarding-house named the Elliott Madrasah Hostel after Sir Charles Elliott, was completed in October last. Its opening for the occupation of students, however, has been deferred by the Government till sufficient funds have been raised by the Muhammadan community from private sources to pay off a debt still resting on the building.

Midnapore College.—This institution has been under the management of the Local Municipality since 1887. There was some friction between the Principal and the non-official Chairman, which, for a time, threatened to impair discipline. The head-master's authority as regards matters of internal economy, was upheld and the difficulty was got over. The library is in good order, consisting of 4,058 volumes, of which 97 volumes were added during the year.

112. *The Calcutta University Institute.*—No report has been submitted by this body for the year 1896-97. Its field of operation remains much the same as before, the object kept in view being the physical, moral and intellectual improvement of the pupils in the collegiate stage. The society is in receipt of a grant of Rs. 100 a month from the Provincial Revenues, and has besides the free use of quarters in the Hindu School premises. It has branch societies in some of the mufassal places.

113. *The Indian Association for the Cultivation of Science.*—This continues to flourish under the management of Dr. Mahendra Lal Sarkar, C.I.E., who is its life and soul. It has an excellent laboratory equipped with much of the apparatus required for scientific research, though for want of adequate public support no endowed professorships have as yet been created. Besides a spacious lecture hall of its own with attached rooms, it has a reserve fund of Rs. 1,13,463. The annual income from subscriptions is Rs. 2,000. The institution is affiliated to the University up to the F. A. Standard in science.

CHAPTER V.—SECONDARY EDUCATION.

114. *Character and scope of Secondary Education.*—The description of education as "that which leads up from the primary to the collegiate course" does not hold quite true in Bengal, in respect of what is imparted in middle schools, English and vernacular; for although the curriculum for these schools has been so laid down as to make the learner familiar with the subjects prescribed for the Matriculation standard, through the medium of the vernacular, it has yet a technical side in subjects like mensuration and physics, which are intended for those whose general education is to end here, and who may thereafter take to the professional course of a surveyor, *mukhtear*, or civil hospital assistant. The same object is also kept in view in regard to the high school examination for European schools. But in the large majority of high schools for Indian boys, no alternative standard has yet been prescribed.

115. *Different classes of secondary schools.*—The schools for secondary education are divided into three classes—high English, middle English and middle Vernacular. High English schools teach pupils up to the Matriculation standard of the University, and middle schools prepare pupils for the Middle Scholarship Examination, with or without the English language as an extra subject. All the secondary schools of the province have primary departments, which are not treated as separate schools, as in Bombay, but are regarded as part and parcel of the main institutions.

116. *Secondary schools for boys, English.*—The following tables show the number of secondary English schools for boys (high and middle), together with the pupils attending them, in 1892 and 1897, the first in a combined shape, and the second separately, as in Mr. Nash's review:—

Year.	Maintained by the Department.		Maintained by Municipal or District Boards.		Aided institutions.		Unaided institutions.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1891-92	55	14,824	28	3,673	770	69,490	342	47,947	1,195	135,934
1896-97	55	14,446	22	3,094	853	80,834	405	54,924	1,335	153,298

Secondary schools for boys, English (high schools).

1891-92	49	13,991	8	2,023	176	27,891	133	33,528	368	77,433
1896-97	48	13,579	5	1,692	183	30,184	157	38,185	393	83,640

Secondary schools for boys, English (middle schools).

1891-92	6	833	20	1,650	592	41,599	209	14,419	827	58,501
1896-97	7	867	17	1,402	670	50,650	248	16,739	942	69,658

The above show a gain of 140 schools, or 11·7 per cent., and of 17,364 pupils, or 12·8 per cent. The increase in the number of pupils therefore is proportionately greater than the increase in the number of schools. This healthy state of development has taken place both in middle and in high schools.

The statements above are faulty, as no record is given in them of schools maintained by Native States. For instance, there are the Baripada High School in Mayurbhanj and the Nijgarh High School in Dhenkanal, both in the

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Tributary States of Orissa, and 3 middle schools in the Political States of Seraikela and Kharswan in Chota Nagpur. These have all been returned by the local officers as unaided institutions, possibly because there is no separate heading for them in general tables III and IV for Bengal.

117. *Attendance in English Secondary Schools.*—The average strength of an English secondary school for boys has slightly increased from 114 in 1892 to 115 in 1897. The following statement shows the average for each class of schools for the two years:—

Class of School.	In high schools.		In middle schools.	
	1891-92.	1896-97.	1891-92.	1896-97.
1	2	3	4	5
Departmental	285	283	139	124
Board	253	338	82	82
Aided	156	165	70	76
Unaided	254	243	70	67
Total ...	210	213	71	74

The high schools under the Department show a slight falling off, due chiefly to the starting of a number of unaided schools in large towns, especially in Calcutta, which, by offering low fee rates and other advantages, drew away a number of pupils from these schools.

118. The following statement shows the percentage of scholars in English secondary schools in daily attendance in 1891-92 and 1896-97, obtained by dividing the average daily attendance by the average monthly roll number:—

Class of School.	1891-92.	1896-97.
Departmental	79	80
Board		79
Aided	76	79
Unaided	77	79
Total	76	79

Satisfactory improvement in all classes of schools is apparent, but the figures for unaided schools must be accepted with caution, as few of them keep records of average roll number and average attendance in the way prescribed for departmental and aided schools.

119. *English Secondary schools: Control.*—All the departmental schools—high English as well as middle English—are maintained and managed by Government. Of the schools maintained by District or Municipal Boards, there are three high schools—Howrah, Barisal, and Monghyr—which are under Joint-Committees consisting partly of some of the members of the District Board and partly of some of the members of the Municipal Board. These schools were formerly departmental, but were transferred to these bodies in pursuance of the policy of withdrawal on the part of Government from the direct management of secondary schools, in favour of private or statutory bodies, where such a course was possible. Of the rest of the schools of this class,—2 high English and 3 middle English are managed by Municipal Boards and 14 middle English, by District Boards. No District Board has yet been entrusted with control over high English schools.

All the schools under public management are for the education of Indian boys, except the Kurseong Boarding School (middle English), which is a hill school for pupils of European and Eurasian descent.

120. *Secondary schools for boys, vernacular.*—The following table gives the statistics of these schools for 1891-92 and 1896-97:—

Year.	Maintained by the Department.		Maintained by District or Municipal Boards.		Aided schools.		Unaided schools.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1891-92 ...	33	2,533	152	8,626	811	43,482	117	6,710	1,113	61,351
1896-97 ...	37	2,894	149	8,820	811	45,035	143	8,782	1,140	65,441

The middle vernacular schools under public management, it may be remarked, were formerly called model schools. Some of them were started as early as the Administration of Lord Hardinge, Governor-General, whose name they bore. Their services to the cause of vernacular education are incalculable and most of them even now are among the best institutions of the country both in respect of stability and efficiency.

121. *Attendance in Vernacular Secondary schools for boys.*—The average strength of a vernacular secondary school and the average daily attendance are compared in the subjoined statement:—

	Average strength.		Average daily attendance (per cent.)	
	1891-92.	1896-97.	1891-92.	1896-97.
Departmental schools	77	76	74	78
Board schools	57	59	80	83
Aided schools	54	56	76	80
Unaided schools	57	61	78	78
Total ...	55	58	77	80

The above shows a satisfactory improvement in daily attendance. The comparatively low attendance in the Government vernacular schools is explained by the fact that they are generally situated in backward parts of the country.

122. *Vernacular secondary schools: Control.*—The control is the same as in the case of English secondary schools.

123. *Stages of Instruction in secondary schools.*—All secondary schools have primary departments. In a high school these are represented by the last three (6th, 7th and 8th) classes; in middle schools by the last four. Similarly, the middle section of a high school (4th and 5th classes) represent the highest forms of middle schools. In the following tables are shown the number of pupils in secondary schools for boys who attained to the different stages in 1892 and 1897:—

(*English Schools.*)

Stages of Instruction in Secondary Schools for Boys.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.	Pupils.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13
High	26,590	19·5	26,949	19·5	26,834	19·3	27,772	19·	27,712	18·9	27,811	18·1
Middle	34,403	25·3	32,969	23·9	32,752	23·5	33,202	22·7	33,876	23·1	36,016	23·5
Upper primary	33,259	24·5	34,327	24·9	34,892	25·	36,154	24·7	36,075	24·7	37,820	24·7
Lower primary { Reading printed books.	37,646	27·7	40,162	29·	41,140	29·5	45,189	30·9	45,189	30·9	48,000	31·3
Lower primary { Not reading printed books.	4,036	3·0	3,715	2·7	3,817	2·7	3,975	2·7	3,527	2·4	3,651	2·4
Total ...	135,934	100	138,122	100	139,345	100	146,292	100	146,379	100	153,298	100·

(*Vernacular Schools.*)

High	10	00·02	...	...	19	00·03	18	00·03	18	00·03	18	·02
Middle	10,358	16·9	9,888	15·5	9,611	15·3	9,806	15·3	9,951	15·4	9,867	15·08
Upper primary	15,481	25·2	15,440	24·4	15,196	24·1	15,513	24·3	15,556	24·1	15,640	23·89
Lower primary { Reading printed books.	28,995	47·2	31,492	49·5	31,870	50·7	32,185	50·2	32,952	51·	33,840	51·72
Lower primary { Not reading printed books.	6,507	10·6	6,578	10·4	6,108	9·8	6,591	10·3	6,120	9·4	6,076	9·29
Total ...	61,351	100	63,398	100	62,804	100	64,113	100	64,597	100	65,441	100

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STAGES OF INSTRUCTION IN SECONDARY SCHOOLS FOR BOYS FOR TWO YEARS.

(*English Schools.*)

YEAR.	H.	M.	U. P.	L. P.(*a*)	L. P (*b*)	Total.
1	2	3	4	5	6	7
1891-92	26,590	34,403	33,259	37 646	4,036	1,35,934
1896-97	27,811	36,016	37,820	48,000	3,651	1,53,298
(*Vernacular Schools.*)						
1891-92	10	10,358	15,481	28,995	6,507	61,351
1896-97	18	9,867	15,640	33,840	6,076	65,441

(*a*) Reading printed books.
(*b*) Not reading printed books.

During the quinquennium the number of pupils in the high stage of English schools has increased by 1,221 in the middle stage by 1,613, and in the upper primary stage by 4,561. These figures show substantial advancement. In vernacular schools considerable improvement is also observable. A few pupils reading for the Sanskrit Title Examination are shewn as reading in vernacular middle schools.

124. *Explanation of the Maps.*—The maps placed at the commencement of this chapter show the percentage of Indian boys in the secondary stages, high and middle, as compared with the total number of Indian boys of school-going age in each division. The figures on which they are based are given below: they differ from those of the preceding paragraph in consequence of the inclusion of the boys in girls' schools and in primary schools:—

DISTRICT OR DIVISION.	1891-92.		1896-97.	
	Boys in high and middle stages.	Percentage of column (2) to the male population of school-going age (Census, 1881).	Boys in high and middle stages.	Percentage of column (4) to the male population of school-going age (Census, 1891).
1	2	3	4	5
Bengal—				
Burdwan	14,000	2·4	13,781	2·4
Presidency	12,273	2·0	12,544	2·1
Calcutta	11,459	23·3	11,658	23·8
Rajshahi	3,840	·6	4,751	·8
Dacca	11,919	1·5	12,360	1·6
Chittagong	4,136	1·3	4,486	1·4
Patna	6,633	·5	6,462	·5
Bhagalpur	2,570	·4	2,853	·4
Orissa	2,049	·6	2,071	·7
Do. Tributary Mahals	260	·2	342	·2
Chota Nagpur ...	1,422	·4	1,550	·4
Total for Bengal ...	70,561	1·3	72,858	1·4

The figures for European schools have been separated, and do not affect the colouring the map. The percentage shows an improvement in all the divisions (and also in the total), excepting in Burdwan, Patna, Bhagalpur, the Tributary Mahals, and Chota Nagpur, in which no change is shown.

125. *Teaching of English in secondary schools.*—In High English schools, English is a compulsory subject of study, but in middle English schools, though not compulsory, it is read by the great majority of the students. In many secondary vernacular schools also, pupils are taught English as an additional subject, in order that, on their passing the Middle Vernacular Examination, they may

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not have the necessity to join the lowest forms of high schools. It is also not uncommon for some pupils of vernacular schools to learn English enough to obtain a certificate at the Middle English Examination. In both the classes of secondary schools—English and Vernacular—the infants who form the lowest classes cannot and do not learn English.

The proportion of scholars learning English in English secondary schools may be gathered from the statement below:—

Year.	Total number of scholars in secondary schools—English.	Number of scholars learning English.	Percentage.
1	2	3	4
1891-92	135,934	114,796	84·4
1896-97	153,293	130,572	85·2

In order to obtain the total number of scholars reading English in boys schools in 1896-97, we must add to the above number 10,342 pupils in vernacular secondary schools and 1,706 pupils in primary schools, making a total of 142,620. The number of Europeans and Eurasians in primary schools for boys being only 272, it is evident that English is also taught in primary schools for Indian boys. This is specially the case in large towns like Calcutta, in which even the object of primary education would be defeated without a knowledge of the English alphabet and numerals to enable the possessor to decipher trade-marks, and understand calculations on the European system of weights and measures.

126. *Medium of instruction in secondary schools.*—The question whether English or the vernacular should be the medium of instruction in English secondary schools, in subjects other than languages, does not arise in middle English schools in which the vernacular is necessarily the medium, every candidate being required to pass in the full vernacular course. In high English schools, on the other hand, just the reverse is the case. The vernacular basis, noticed in paragraph 93 of Mr. Nash's review, which had been tried in some of the high schools in the Presidency and Rajshahi Divisions, had to be practically abandoned in 1895-96, when, in consequence of the persistent opposition it met with from all kinds of people, option was given to the authorities to reconstitute them on an English basis, if they thought fit. All the schools, except two in the Rajshahi Division and one in the Presidency Division, are reported to have already availed themselves of this permission. With the successful opposition just referred to may be compared a recent movement in favour of Bengali as a medium of study in certain subjects prescribed for the Entrance examination initiated by the Bangiya Sahitya Parishad (Bengal Academy of Literature), a body of respectable and well-informed literary men from all parts of Bengal.

127. *Results of examinations in secondary schools: High schools.*—With the exception of a few high schools for Europeans, which have the option of preparing pupils for the high school examination under the European Code, all high English schools aim at the Matriculation examination of the Calcutta University as the final test. The following table shows the number of schools that sent up candidates to this examination in 1891-92 and in 1896-97, and the number of successful candidates:—

Year.	Schools under Public management.		Aided Schools.		Unaided schools, including private students.		Total.	
	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.
1	2	3	4	5	6	7	8	9
Bengal—								
1891-92 ...	59	560	176	424	118	711	353	(a)1,695
1896-97 ...	57	795	189	864	143	1,240	389	2,899

(a) Exclusive of 33 (16 boys and 17 girls) successful candidates out of 45 (23 boys and 22 girls) competing at the high school examination for Europeans.

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It may be remarked that besides the ordinary high English schools, the English departments of the Dacca and Chittagong Madrasahs prepare candidates for this examination. The inclusion of these as well as of the two girls' high schools maintained by the Department, explains the difference between the number of competing schools under public management as shown here and the total number of such schools as shown in the second table given at the commencement of this chapter. Similarly, the inclusion of aided high English schools for girls, which presented pupils at the examination, accounts for the excess in column 4 of the foregoing statement above the total number of aided high English schools for boys.

128. The increase in the number of passes from 1,695 to 2,899, large though it be, does not necessarily indicate progress, as so much of the success depends upon the standard of the University examination in one year and another.

The results for six years are compared below:—

Year.	Candidates.	Passes.	Per cent.
1	2	3	4
1891-92	5,208	2,034	39·
1892-93	5,719	3,722	65·1
1893 94	5,392	2,269	42·1
1894-95	5,783	2,743	47·4
1895-96	5,350	2,696	50·4
1896-97	5,918	3,467	58·5

With this may be compared the figures given in the subjoined statement, so far as they relate to the province of Bengal only:—

Year—	Candidates.	Passes.	Percentage of success. In schools under public management.	In aided schools.	In unaided schools.	Total per cent. of passes from schools.
1891-92 ...	4,229	1,695	51·9	38·4	35·1	40·3
1892 93 ...	4,820	3,156	81·0	66·9	60·4	67·2
1893-94 ...	4,411	1,946	59·6	40·3	38·9	44·2
1894-95 ...	4,801	2,293	63·4	50·6	39·7	47·8
1895-96 ...	4,281	2,308	69·4	54·8	46·1	54·
1896-97 ...	4,861	2,899	75·1	61·5	51·9	59·6

The variations in the results of the Entrance and other University examinations attracted the attention of Government in 1892-93, and a proposal was made that the University should make efforts to secure uniformity of standard by continuity in the examining body. In reference to this proposal the reply of the University authorities was that they were very sensible of the importance of attaining and of preserving uniformity in the standard of examination, but "they think that the present system secures this as far as is practically possible, while at the same time, it enables the Syndicate to exercise a control in the matter which it is desirable they should retain."

129. *Middle School Examination.*—The Middle English course is the full vernacular course *plus* English, so that a candidate for the Middle English examination, who fails in English, may still get a middle vernacular certificate. It is also arranged that one who has passed the Middle Vernacular examination, may compete for an English certificate within two years, being examined in English only. The middle English scholar generally takes three years to pass the Entrance examination; the middle vernacular scholar four to six years, according to the extent of the knowledge of English with which he joins a high school. Cases are known in which middle vernacular scholars with no previous knowledge of English, have passed the Entrance examination with

credit, in four years. The following table compares the results of the middle school examinations for 1891-92 and 1896-97:—

Year.		School under public management.		Aided schools.		Unaided schools, including private students.		Total.	
		Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.	Competing schools.	Successful candidates.
1		2	3	4	5	6	7	8	9
1891-92	English ...	22	76	508	1,158	110	264	640	1,498
	Vernacular	155	350	703	1,146	97	286	955	1,782
	Total ...	177	426	1,211	2,304	207	550	1,595	3,280
1896-97	English ...	47	105	623	1,749	162	442	832	2,296
	Vernacular	162	427	729	1,438	114	437	1,005	2,302
	Total ...	209	532	1,352	3,187	276	879	1,837	4,598

Previous to 1893-94 these examinations were conducted by Circle Inspectors, each with a separate set of questions for his own circle. But as a common course for all middle schools in the Bengali-speaking districts had been prescribed by the Director in the last quinquennium, it was thought desirable that, for the purpose of securing uniformity of standard, the examination also should be a common one, the answer papers being locally examined as heretofore. This was effected in 1893-94, and the practice still holds.

The middle examination certificate is no passport to any lower grade of the public service in this province. But the possession of it is held as the qualification of a candidate for admission to the vernacular medical schools, survey schools, training schools for vernacular masters, and to the mukhtearship examination conducted by the High Court, though as regards the medical schools, some knowledge of English on the part of the applicant is now required, as without it efficient instruction in Western medical science becomes almost an impossibility.

There is a separate middle school examination for Europeans and Eurasians. This will be noticed in the chapter on European education.

130. *Expenditure on secondary schools for boys, English.*—The next table gives the total expenditure on schools of this class in 1891-92 and in 1896-97, and the principal sources from which it was met:—

Year.	From Provincial Revenues.		From district and Municipal funds.	From fees.	From other sources.	Total.
	In schools under public management	In aided schools.				
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92 ...	1,63,396	1,63,229	1,58,649	15,14,258	5,96,936	25,96,468
1896-97 ...	1,96,855	1,73,163	1,40,854	17,77,723	7,19,477	30,08,072

The total expenditure has risen by Rs. 4,11,604, or 15·8 per cent., the increase in the number of schools being 11·7 per cent. and in that of pupils 12·8 per cent. Provincial revenue expenditure shows a total rise of Rs. 43,393. The expenditure from fees has increased from Rs. 15,14,258 to Rs. 17,77,723 or by 17 per cent. Grants-in-aid are ordinarily sanctioned for periods of three years, after which they are revised. Every time an application comes for the

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revision of a grant-in-aid, it is thoroughly overhauled, and the grant is kept intact, reduced, or cancelled, according to the past success of the school. By this means, not only is an effective control kept over the working of every institution, but funds also are set free for helping new schools. Thus though the number of aided schools has increased 19 per cent., the provincial aid has increased by Rs. 9,934, or 6 per cent. only.

Under district and municipal funds there has been a reduction of Rs. 17,795, or over 12 per cent. The municipal expenditure declined by Rs. 16,348 and the district fund expenditure by Rs. 1,447, the former, because of the increased provision which all municipalities are now required to make for primary schools for boys,—a measure which has necessarily limited their resources for helping secondary education. The District Board expenditure has in some instances been reduced owing to shortness of funds arising from their having to provide money for sanitation and medical relief, and secondly, because of the falling off in the income of some of the Boards since the original transfer to these bodies of all middle and primary schools in their respective areas,—a deficit which has been made good, not by cutting down the expenditure on primary schools, nor from other heads of expenditure, but by reducing the grant for middle schools. Under subscriptions and other sources there has been increased expenditure to the extent of Rs. 1,22,541, or by nearly 21 per cent. This is satisfactory.

Grouping together Provincial revenues, district and municipal funds, there is a total increase of 5·4 per cent. in expenditure from public funds, while private funds show an increase of 18·2 per cent.

The percentage of the total cost met from private sources in 1896-97 was 83, against 81 in 1891-92.

131. *Expenditure in Secondary Schools for boys, Vernacular.*—The following table shows the expenditure from different sources on vernacular secondary schools for boys for 1891-92 and 1896-97 :—

Year.	From Provincial Revenues.		From district and Municipal funds.	From fees.	From other sources.	Total.
	In schools under public management.	In aided schools.				
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92 ...	9,241	46,395	1,16,707	1,76,538	1,09,964	4,58,845
1896-97 ...	13,020	44,847	1,05,805	1,94,582	1,04,163	4,62,417

The above shows a net increase of Rs. 3,572 only, or less than 1 per cent., the increase in the number of schools being over 2 per cent. and that in the number of pupils over 6 per cent. The expenditure from Provincial revenues increased by Rs. 2,231, there having been an increase of Rs. 3,779 in schools under public management, owing chiefly to an increase in the number of departmental schools from 33 to 37, and a reduction of Rs. 1,548 in aided schools, because of the system of pruning above referred to. The same causes which operated in reducing the municipal and district fund expenditure on English secondary schools, were also at work in respect of vernacular secondary schools, and the effect has been a falling off of Rs. 10,902 or nearly 9·3 per cent., under this head, the decrease under municipal funds being from Rs. 12,353 to Rs. 7,080, and that under district funds from Rs. 1,04,354 to Rs. 98,725. As the number of aided schools of this class in both the years of the quinquennium was exactly the same, the effect of this general reduction in the contributions from public funds may easily be inferred, these schools being admittedly the weakest, though not the least important, institutions in our system of secondary education. It is to them that we must look for our supply of teachers for the lower classes of middle schools on the one hand, and for primary schools on the other.

The fee receipts show an increase of Rs. 18,044, or 10·2 per cent.; but this has been, to some extent, neutralised by a falling off in subscriptions, &c., to the extent of Rs. 5,801, or over 5 per cent. Taking all the public funds together, there has been a decrease of expenditure from them of over 5 per cent., while the increased expenditure from private funds amounts to about 4½ per cent.

The percentage of expenditure from private sources on vernacular secondary schools for boys was 64 in 1896-97, against 62 in 1891-92.

132. The average annual cost of maintaining a secondary school and the average per pupil are compared for 1891-92 and 1896-97 in the subjoined statement :—

	Cost per school.		Cost per pupil.	
	1891-92.	1896-97.	1891-92.	1896-97.
	Rs.	Rs.	Rs.	Rs.
High English school ...	5,144·0	5,383·4	25·9	26·7
Middle English „ ...	850·5	947·3	12·6	13·5
„ Vernacular „ ...	412·2	405·6	7·8	7·4

133. *General remarks on secondary schools.*—The effects of the unnecessary multiplication of schools in Bengal were fully pointed out by Mr. Nash in paragraph 100 of his review. The evil continues much the same, though judging from the low rate of increase in recent years, it may be assumed that things have begun to adjust themselves according to the ordinary laws of demand and supply. The co-operation of the University towards securing this end deserves to be acknowledged, and the ruling of the Senate, that the transfer rules are binding on all classes of high schools, and that an infringement of them would render a school liable to forfeit its recognition, is expected to help effectually in the enforcement of discipline and the protection of existing interests.

134. *Subjects of study in secondary schools.*—In high schools, the course prescribed continues much the same as when Mr. Nash wrote his review. In 1892-93 the proposal to introduce an alternative scientific and technical course of study for the Entrance examination came up for consideration by the Senate of the University, but was not approved. In drawing only, an advance has been made, not at the motion of the University, however, but as a purely departmental measure. Mr. Nash noticed that, as the marks in drawing did not count for a University pass, students did not take kindly to the subject, and that, as the supply of drawing-masters from the Government School of Art was as yet very limited, nothing like compulsion could be thought of. Since then the final students of training schools, who have to pass in drawing, have been largely employed as drawing-masters in high schools, and Government, therefore, found itself in a position, in 1894-95, to order that for the Entrance examination of 1897 and subsequent years, in awarding junior scholarships, the Director should give credit for some marks in drawing to those candidates who had passed in the subject.

The following table shows the number of pupils who passed in drawing at the Entrance examination from the high schools under public management during the last six years :—

Year.	Number of successful candidates.
1892	4
1893	2
1894	19
1895	11
1896	25
1897	217

At the examination of 1897, 110 schools under private management passed 293 pupils in drawing. This shows what a remarkable advance has taken place in consequence of the Government order.

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In middle schools the modern side, as noticed by Mr. Nash, is more developed than in high schools. Here the pupils learn a little of mensuration, hygiene and physics, in addition to the literary subjects. In an agricultural country like India, in which almost every man has some interest in land, the importance of simple mensuration cannot be over estimated. Hygiene also holds a like position in the curriculum with a view to dispel the vast mass of ignorance and superstition which educationists will for long have to combat with, and to arrest, to however inappreciable an extent, the heavy mortality from malaria and other epidemics, which have their root in the popular ignorance of elementary principles of sanitation. Chemistry and botany were formerly prescribed as optional subjects along with physics, but these were omitted in 1895, to simplify the course.

135. *Qualifications of teachers in secondary schools.*—In accordance with the principle followed in the quinquennial review for 1891-92, this subject will be discussed in the chapter on training schools.

136. *Fees in Secondary Schools.*—With the exception of a few schools—Sils Free School in Calcutta and the Burdwan Raj Collegiate School and the Nawab of Dacca's Free School for instance—all secondary schools in the province charge fees. The rates in schools under private management are generally lower than those charged in schools under public management, except when the latter happen to be in very backward places. In high schools under private management, the maximum charge is Rs. 3, as against Rs. 5 in the Government high schools in Calcutta.

In departmental schools fees are due in advance in the first week of each month. Fines are imposed if fees are not paid by the 15th of the month. On the last day of the month, the names of defaulters are struck off and re-admission can be gained only on payment of all back dues, together with a re-admission fee.

The Department does not interfere in fixing the rates at which fees are to be levied in schools other than those managed by itself; but as a rule, no aided school is allowed to keep more than 5 per cent. of its pupils on the free list, an exception having been lately sanctioned in favour of Muhammadan pupils.

All scholarship-holders reading in secondary schools under public management are free students. This rule is not binding on schools under private management, which are at liberty to charge fees to scholars; though as a matter of fact this privilege of free tuition is seldom refused, scholars being eagerly welcomed as most likely to earn credit for the schools by their success at examinations.

The privilege of free tuition has been recently extended to sons of poor teachers of the Department under certain conditions.

137. *The average incidence of fees.*—The following tables show the average incidence of fees in secondary schools, both according to their classification and management:—

Class of schools.	1891-92.	1896-97.
High schools	16·7	17·8
Middle English schools	4·5	5·6
Middle vernacular schools	3·0	3·1

Management.		High schools.	Middle English schools.	Middle vernacular schools.
Government	1891-92 ...	22·2	24·3	3·7
	1896-97 ...	22·6	24·6	3·4
Board	1891-92 ...	18·0	4·4	2·9
	1896-97 ...	19·8	5·4	3·0
Aided	1891-92 ...	15·4	4·5	3·1
	1896-97 ...	16·2	5·9	3·2
Unaided	1891-92 ...	15·4	3·1	2·3
	1896-97 ...	17·3	3·4	2·6
Total	1891-92 ...	16·7	4·5	3·0
	1896-97 ...	17·8	5·6	3·1

The above shows a fair increase all round. The figures do not represent the actual sums *paid* by each pupil but the actual expenditure per pupil from fee-receipts, the surplus fees, if any, being not shown in our returns.

138. *Scholarships in secondary schools.*—There are three grades of scholarships tenable in secondary schools. The upper primary scholarships are tenable in middle schools for a period of two years. The middle scholarships are of two classes, viz., middle vernacular and middle English, the former being tenable for four and the latter for three years in high schools. The system, therefore, is a continuous one. Middle and upper primary scholarships are awarded by Circle Inspectors, the expenditure being met from Provincial Revenues. There are besides some few local scholarships paid out of endowed funds, for the benefit of students reading in secondary schools.

139. *Further extension of secondary education and withdrawal of Government in favour of private managers.*—There remains little to be done for the spread of secondary education by any direct measure on the part of the Department, private enterprise having already effected, especially in crowded localities, more perhaps than circumstances would warrant. "There are, perhaps, more secondary schools in Calcutta, especially those of the high English status" writes the Inspector of Schools, Presidency Circle, "than are needed. But considering the hard struggle now going on, on the part of unemployed intelligence, we must be prepared to see new high schools started year after year, though, as has actually taken place in the last quinquennium, the net gain may not be very large, the starting of new schools being neutralised, to a great extent, by the collapse of older and weaker ones."

But there is yet ample room for improvement by the use of the grant-in-aid system, which has worked so successfully in Bengal Proper, and has been so little availed of in Bihar and Chota Nagpur. It is in these quarters, therefore, that our operations are mainly directed at present for the further extension of secondary education. As regards the withdrawal of Government in favour of private managers, the matter was fully discussed in 1892, when the question arose in respect of closing or transferring to local bodies the zilla schools at Monghyr, Bhagalpur, Arrah and Muzaffarpur. Besides the various practical difficulties in carrying out such a measure, the Director of Public Instruction pointed out that local bodies were wanting in the element of stability, and noticed the case of a most flourishing institution which, on the death of its munificent founder, was doomed to pass through a period of storm and disorganisation. In March 1893 I had to deal with the case again, and finally recommended, after examining the financial aspect of the measure, that no further transfers of schools and colleges (Monghyr had then been already transferred to a Joint-Committee) should be attempted, till the matter had been more fully thought out, as my belief was that it would result in gain neither to the schools in point of efficiency, nor to Government in economy. This view of the situation was practically accepted by Government, and orders were issued for restoring to its original status the Muzaffarpur Zilla School, which had been for some time going through a process of abolition. Subsequently Sir Alfred Croft wrote on this subject:—

"I have no doubt in the first place that the maintenance of a Government school effectually tends to keep up the standard of discipline in the whole area affected by it; and, in the second place, that the tone and teaching of the Government school are influences that decidedly make for order and loyalty."

So far as regards high schools. The middle English schools maintained or managed by the Department are few; two of them are for special communities, the Collinga School at Calcutta for Muhammadans and the Kurseong School for Europeans; the rest are practising schools attached to the training schools at Calcutta, Hooghly, Dacca, Rangpur and Cuttack. Of the 37 Government middle vernacular schools, some of them are practising schools like the above, a few are aided with Municipal contributions, while as many as 24 work in the backward tracts of Chota Nagpur and Orissa, in which the question of their transfer to local management cannot arise for a long time.

SUPPLEMENTARY.

[This portion treats of schools for Indian boys only.]

SECONDARY EDUCATION.

140. The following statement shows in detail the attendance and expenditure in all classes of secondary schools for Indian boys:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1897.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
High English.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	48	13,579	12,691	10,226	1,68,691	...	...	2,87,058	7,254	4,63,003
Ditto by District or Municipal Boards.	5	1,692	1,516	1,207	4,255	1,356	1,931	30,028	1,914	39,484
Aided by Government or by District or Municipal Boards.	179	29,364	27,498	21,513	83,559	2,148	8,041	3,55,902	97,516	5,47,166
Unaided	152	37,286	35,696	28,332	...	...	...	4,87,176	1,93,087	6,80,263
Total ...	384	81,921	77,401	61,278	2,56,505	3,504	9,972	11,60,164	2,99,771	17,29,916
Middle English.										
Managed by Government	6	758	805	638	6,648	...	300	6,485	238	13,671
Ditto by District or Municipal Boards.	17	1,402	1,330	1,054	...	4,649	566	7,214	3,092	15,521
Aided by Government or by District or Municipal Boards.	657	48,956	46,026	36,568	33,847	115,987	5,876	2,25,994	1,70,086	5,51,790
Unaided	247	16,653	15,785	12,342	...	...	...	54,551	69,536	1,24,087
Total ...	927	67,769	63,946	50,602	40,495	1,20,636	6,742	2,94,244	2,42,952	7,05,069
Middle Vernacular.										
Managed by Government	37	2,804	2,669	2,086	13,020	...	1,437	9,189	1,194	24,840
Ditto by District or Municipal Boards.	149	8,820	8,186	6,798	...	36,142	75	25,105	3,649	64,971
Aided by Government or by District or Municipal Boards.	811	45,035	42,656	34,027	44,847	62,583	5,568	1,39,262	73,480	3,25,740
Unaided	143	8,782	8,205	6,427	...	...	...	21,026	25,840	46,866
Total ...	1,140	65,441	61,716	49,338	57,867	98,725	7,080	1,94,582	1,04,163	4,62,417
Grand Total ...	2,451	215,131	203,063	161,218	3,54,867	2,22,865	23,794	16,48,990	6,46,886	28,97,402
Grand Total for 1895-96 ...	2,422	207,542	198,522	163,696	3,52,180	6,01,526 / 2,30,151	25,652	22,95,876 / 15,98,644	6,42,462	28,69,089
					6,07,983			22,61,106		

The above shows a slight decrease in the expenditure from the Provincial revenues on high schools, owing partly to a reduction in the number of aided high English schools and partly to a reduction in the grants given at the time of revision. The Provincial expenditure in middle English and middle vernacular schools has advanced by Rs. 3,451 and Rs. 1,424 respectively. The reduction in the total expenditure from district and municipal funds has been owing to the causes noticed in the quinquennial portion of this chapter. The total expenditure, from all sources, however, shows an increase owing to increased contributions from fees and subscriptions to the extent of Rs. 34,770.

141. In the subjoined table are summarised the leading statistics of secondary schools for Indian boys for the past six years:—

Year.	Number of schools.	Number of pupils.	Expenditure. From public funds.	From private funds.	Total.
1	2	3	4	5	6
			Rs.	Rs.	Rs.
1891-92 ...	2,285	194,128	5,94,846	20,87,904	26 82,750
1892-93 ...	2,326	198,270	5,90,493	20,92,642	26,83,135
1893-94 ...	2,373	198,736	5,94,328	21,33,751	27,28,079
1894-95 ...	2,397	206,989	6,09,740	21,85,658	27,95,398
1895-96 ...	2,422	207,542	6,07,983	22,61,106	28,69,089
1896-97 ...	2,451	215,131	6,01,526	22,95,876	28,97,402

There has been an increase of schools in the past quinquennium by 166, or 7 per cent.; of pupils by 21,003, or nearly 11 per cent.; of expenditure from public funds by Rs. 6,680, or 1 per cent.; and of that from local sources by Rs. 2,07,972, or about 10 per cent.

142. *High English Schools.*—The statistics of these schools are compared below for the past two years:—

	1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Managed by Government ...	48	13,235	48	13,579
Do. by Municipal Boards or Joint-Committees ...	6	1,751	5	1,692
Aided by Government or by District or Municipal Boards	183	28,322	179	29,364
Unaided	145	35,505	152	37,286
Total ...	382	78,813	384	81,921

The loss of one school under municipal management is due to the transfer of the Nator High School to the unaided list, the institution being now solely managed by the Maharaja of that place. The five schools of this class now shown are the three Joint-Committee schools at Howrah, Barisal, and Monghyr, and the two municipal schools at Midnapore (Collegiate) and Santipur (in Nadia). The aided schools have decreased by 4, their number being the same in 1897 as in 1895. The decrease, however, is practically nominal, as three of them still work on, one being solely maintained by the Maharaja of Dighapatia. The aided schools are thus distributed:—Burdwan Division 56, Presidency 56, Calcutta 1, Rajshahi 12, Dacca 23, Chittagong 8, Patna 7, Bhagalpur 6, Orissa 7, and Chota Nagpur 3.

The unaided schools, on the other hand, have risen from 145 to 152. Some have been relegated to this list from the aided class as explained above, and some were started during the year. They are thus distributed:—Burdwan 26, Presidency 17, Calcutta 42, Rajshahi 5, Dacca 21, Chittagong 4, Patna 23, Bhagalpur 10, Orissa 1, Tributary Mahals 2, and Chota Nagpur 1.

143. *Entrance examination.*—In the following statement are compared the results of the Entrance examination for the past two years:—

Class of School.	1896.							1897.						
	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Government schools	58(a)	970	164	258	252	674	69·4	55	(b)1,049	196	353	239	788	74·71
Schools under private management { Aided ...	173	1,190	108	291	253	652	54·7	176	1,339	152	381	293	826	61·72
Schools under private management { Unaided ...	122	1,971	133	390	379	902	45·7	135	2,279	219	520	439	1,178	42·5
Total ...	353(a)	4,131	405	939	884	2,228	53·9	366	4,667	567	1,254	971	2,792	59·6

(a) Including Bethune Collegiate School at Calcutta, the Eden Female School at Dacca which are schools for girls.
(b) Excluding candidates from female schools and including those from the Municipal and Joint-Committee High Schools and the Dacca and Chittagong Madrasahs.

SECONDARY EDUCATION.

144. The following table shows the comparative success at the Entrance examination obtained in the different divisions during the last two years:—

Division.	1896.															
	Number of schools.	Number of Schools which sent Candidates.				Number of Schools which passed Candidates.				Number of candidates.	Number of Candidates passed in the—				Percentage of success.	Scholarships gained.
		Government.	Aided. (a)	Unaided. (a)	Total.	Government.	Aided. (a)	Unaided. (a)	Total.		First division.	Second division.	Third division.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Burdwan	87	6	54	16	76	6	53	14	73	675	67	165	156	388	57·4	18
Presidency	80	8	52	11	71	8	47	10	65	535	52	161	116	329	61·4	18
Calcutta	49	5	1	41	47	5	1	39	45	1,020	84	195	186	465	45·5	20
Rajshahi	24	8	13	3	24	8	12	3	23	198	31	53	55	139	70·2	17
Dacca	50	6	24	18	48	6	24	18	48	670	97	145	146	388	57·9	21
Chittagong	15	5	7	4	16	3	7	4	14	204	22	52	45	119	58·3	9
Patna	39	7	8	19	34	7	6	16	29	504	30	97	114	241	47·8	19
Bhagalpur	21	5	6	7	18	5	5	6	16	188	10	33	36	79	42·0	13
Orissa	10	3	6	1	10	3	6	...	9	68	4	24	10	38	55·8	10
Orissa Tributary Mahals	1	...	...	1	1	...	...	1	1	9	1	2	2	5	55·5	...
Chota Nagpur	9	5	2	1	8	5	2	1	8	60	7	12	18	37	61·6	7
Total ...	385	58	173	122	353	56	163	112	331	4,131	405	939	884	2,228	53·9	152

Division.	1897.																
	Number of schools.	Number of Schools which sent Candidates.				Number of Schools which passed Candidates.				Number of candidates.	Number of Candidates passed in the—				Percentage of success.	Scholarships gained.	Percentage improved or otherwise.
		Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.		First division.	Second division.	Third division.	Total.			
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Burdwan	88	(a)6	55	21	82	6	54	19	79	700	98	233	146	477	68·1	19	Yes.
Presidency	81	(d) 8	56	12	76	8	54	12	74	620	93	177	117	387	62·5	21	Yes.
Calcutta	(b)47	4	1	43	(c)48	4	1	41	46	1,143	114	260	203	577	50·4	20	Yes.
Rajshahi	24	7	12	5	24	7	12	5	24	212	47	75	38	160	75·4	17	Yes.
Dacca	48	5	23	20	48	5	22	19	46	889	102	181	185	468	52·6	19	No.
Chittagong	16	5	7	4	16	5	7	4	16	218	22	57	56	135	61·9	8	Yes.
Patna	37	7	6	17	30	7	6	17	30	532	59	186	143	388	72·9	18	Yes.
Bhagalpur	21	5	6	9	20	5	6	9	20	189	14	47	42	103	54·4	12	Yes.
Orissa	11	3	7	1	11	3	7	1	11	79	4	12	22	38	46·3	10	No.
Orissa Tributary Mahals	2	...	...	2	2	...	...	2	2	9	...	2	2	4	44·4	...	No.
Chota Nagpur	9	5	3	1	9	5	3	1	9	76	14	24	17	55	73·6	8	Yes.
Total ...	384	55	176	135	366	55	172	130	357	4,667	567	1,254	971	2,792	59·6	152	Yes.

(a) Including Midnapore and Howrah Municipal Schools.

(b) Excludes girl's schools, viz :—Bethune Collegiate School, Christ Church, Free Church Normal, and Brahma Balika Sikshalaya.

(c) Includes Atmoddhar Institution, which did not furnish returns.

(d) Ditto Santipur Municipal School.

145. Government High Schools for Indian pupils are either collegiate schools or zilla schools of the first, second, and third classes. The class of a zilla school is determined by the number of its pupils, according as it contains 300 or more, between 300 and 175, or less than 175.

146. *Collegiate Schools.*—The following table shows the results of the Entrance examination for these schools separately :—

Name of School.	Number on the rolls on the 31st March 1897.	1896.					1897.					Merit-marks.	
		Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total	1896.	1897.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Hindu School ...	462	48	11	9	10	30	76	20	18	15	53	38·1	77·4
2. Hooghly Collegiate ...	302	42	11	10	12	33	33	9	13	7	29	47·9	52·7
3. Dacca ,, ...	556	57	21	16	9	46	60	11	7	23	41	83·9	47·8
4. Hare School ...	332	35	7	8	6	21	38	7	15	7	29	25·8	44·2
5. Rajshahi Collegiate	411	27	5	4	10	19	27	8	6	9	23	23·2	38·3
6. Krishnagar ,, ...	194	14	5	8	1	14	20	5	8	4	17	32	29·7
7. Ravenshaw ,, ...	265	17	3	9	2	14	19	3	7	7	17	23·8	26·3
8. Sanskrit. ,, ...	215	10	2	4	1	7	14	3	7	3	13	10·5	24·1
9. Anglo-Persian Department, Calcutta Madrasah.	374	19	1	7	8	16	22	3	10	3	16	21	23·3
10. Chittagong Collegiate	302	13	3	3	3	9	19	4	8	2	14	12·4	22·1
11. Patna ,, ...	253	27	7	8	3	18	42	2	13	15	30	26·6	19·3
12. Bethune ,, ...	138	3	1	2	...	3	6	2	2	2	6	7	12
13. Hooghly Branch ...	273	22	3	5	11	19	15	1	4	3	8	17·2	7·5
Total ...	4,017	334	80	93	76	249	391	78	118	100	296	374·2	431·6

The merit marks (last two columns) are calculated by assigning three marks for each pass in the first division, two marks for each pass in the second, and one mark for each pass in the third, and then by multiplying the total for each school by a fraction of which the numerator is the number of successful candidates and the denominator the number sent up to the examination. As remarked before, this mode of comparison ignores the degree of attention with which each individual boy in the Entrance class is taught; but it still keeps in view the care with which candidates are selected and the position they secure on the pass list.

Judged by this standard, the Hindu School again occupies the first place, which it occupied in 1895; Dacca has been dislodged from the first to the third, Krishnagar from the fourth to the sixth, Patna from the fifth to the eleventh, and the Hooghly Branch from the tenth to the thirteenth, while the Hooghly Collegiate and the Anglo-Persian Department of the Calcutta Madrasah have maintained their ground, and the other institutions have each gained a few places.

147. *Zilla Schools, first class.*—The number of these schools was 15, against 13 in the preceding year, the Patna City and Monghyr schools having risen to the first class in consequence of an increase in the number of their pupils:—

Name of School.	Number on the rolls on the 31st March 1897.	1896.					1897.					Merit-marks.	
		Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	1896.	1897.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Chapra	572	24	4	9	9	22	28	3	17	7	27	35·7	48·2
2. Barisal	302	31	7	6	9	22	35	7	13	9	29	29·8	46·4
3. Birbhum	382	27	4	10	7	21	23	8	11	2	21	30·3	43·8
4. Arrah	409	25	3	5	9	17	33	5	17	4	26	19·	41·7
5. Comilla	346	16	3	4	6	13	20	4	8	8	20	18·6	36·
6. Pabna	388	25	4	5	4	13	22	8	6	4	18	13·5	32·7
7. Gaya	351	22	...	4	10	14	24	3	9	6	18	11·4	24·7
8. Patna City	305	12	1	2	1	4	14	3	5	5	13	2·6	22·3
9. Rangpur	303	20	4	6	4	14	15	4	7	1	12	19·6	21·6
10. Purulia	339	17	4	...	7	11	18	2	7	5	14	12·3	19·4
11. Muzaffarpur ...	448	27	...	3	11	14	30	1	6	13	20	8·8	18·6
12. Monghyr	302	15	...	1	...	1	14	3	4	4	11	·1	16·5
13. Ranchi	303	10	1	6	2	9	9	3	3	1	7	15·3	12·4
14. Bhagalpur	355	23	1	6	10	17	27	1	7	5	13	18·4	10·6
15. Nawab of Murshidabad's High.	347	12	1	6	3	10	9	1	4	...	5	15·	6·1
Total ...	5,432	306	37	73	92	202	321	56	124	74	254	230·4	387·7

SECONDARY EDUCATION.

Chapra occupies the first place as before, Birbhum and Barisal have changed places, Rangpur has gone down from the fourth to the ninth, Bhagalpur from the seventh to the fourteenth, Ranchi from the eighth to the thirteenth and Murshidabad from the ninth to the fifteenth. The other schools have gained some places each. In the case of Ranchi, however, its signal success at the last examination deserves to be specially recorded, a boy having stood first in order of merit among the candidates examined by the University.

148. *Zilla Schools, second class.*—The number of these schools remains unchanged, the increased roll number of the Hazaribagh and Palamau schools having enabled them to take the place of Monghyr and Patna City transferred to the first class:—

Name of School.	Number on the rolls on the 31st March 1897.	1896.					1897.					Merit-marks.	
		Number of candidates.	Number passed in the—			Total.	Number of candidates.	Number passed in the—			Total.	1896.	1897.
			First division.	Second division.	Third division.			First division.	Second division.	Third division.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Mymensingh	290	16	8	4	3	15	17	11	5	...	16	32·8	40·5
2. Bankura	246	13	3	5	5	13	15	5	10	...	15	24·	35·
3. Faridpur	277	16	4	8	4	16	20	5	6	7	18	32·	30·6
4. Noakhali	269	21	4	5	7	16	12	5	5	2	12	22·	27·
5. Khulna	197	13	3	6	2	11	11	5	5	1	11	19·5	26·
6. Dinajpur	284	11	...	2	4	6	9	5	4	...	9	4·3	23·
7. Motihari	283	10	1	3	5	9	9	...	7	2	9	12·6	16·
8. Taki	182	12	2	...	3	5	9	2	5	1	8	3·7	15·1
9. Bogra	252	18	2	6	5	13	14	3	5	1	9	16·6	12·8
10. Jessore	191	9	...	6	1	7	13	1	4	5	10	10·1	12·3
11. Jalpaiguri	226	5	1	2	2	5	7	...	5	2	7	9	12·
12. Hazaribagh ...	175	8	...	1	3	4	14	4	1	4	9	2·5	11·6
13. Palamau	175	4	...	2	1	3	6	2	2	1	5	3·7	9·1
14. Darjeeling	247	2	1	1	...	2	4	1	3	...	4	5·	9·
15. Barasat	258	14	2	6	2	10	12	1	4	1	6	14·3	6·
16. Balasore	178	13	...	5	2	7	6	...	1	2	3	6·4	2·
17. Purnea	249	12	...	2	3	5	11	...	1	3	4	2·9	1·8
18. Barrackpore ...	201	5	...	4	...	4	12	...	1	1	2	6·4	·5
Total ...	4,180	202	31	68	52	151	201	50	74	33	157	210·	253·1

Mymensingh occupies the first place as before, Faridpur and Bankura have changed places, Noakhali, Khulna, and Darjeeling keep their places unchanged, while Bogra, Barasat, Jessore, Jalpaiguri, Balasore, Barrackpore, Taki and Purnea have lost some places each, and the others have gained. The most remarkable improvement that has taken place is in the Dinajpur school, which has gone up from the fourteenth to the sixth place.

149. *Zilla schools, third class.*—These schools have declined from 7 to 5 owing to the transfer of Hazaribagh and Palamau to the second class as noticed above:—

Name of School.	Number on the rolls on the 31st March 1897.	1896.					1897.					Merit-marks.	
		Number of candidates.	Number passed in the—			Total.	Number of candidates.	Number passed in the—			Total.	1896.	1897.
			First division.	Second division.	Third division.			First division.	Second division.	Third division.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Malda	171	8	2	2	2	6	10	3	2	2	7	9·	10·5
2. Chaibassa ...	117	7	1	1	2	4	9	1	4	1	6	4·	8·
3. Rangamati	83	2	...	...	...	...	5	...	3	2	5	...	8·
4. Dumka	164	6	...	1	3	4	7	1	2	2	5	3·3	6·4
5. Puri	159	6	1	1	2	4	5	...	1	...	1	4·6	·4
Total ...	694	29	4	5	9	18	36	5	12	7	24	19·2	30·6

Malda occupies the first place as before; Rangamati has gone up, while Puri has come down from the second to the lowest rung of the ladder.

150. The following table shows the distribution of Government junior scholarships (including those gained by boys from European schools) awarded by the Department on the results of the Entrance examinations. The special scholarships for Muhammadans, aborigines, and female candidates are not included in this statement:—

Division.	1896.							1897.						
	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	Passed in— First division.	Second division.	Third division.	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	Passed in— First division.	Second division.	Third division.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Burdwan	...	6	12	18	18	...	...	1	6	12	19	19	...	...
Presideney	...	6	12	18	18	...	...	3	6	12	21	21	...	...
Calcutta	3	6	11	(a) 20	20	...	...	3	6	11	20	20	...	...
Rajshahi	1	(b) 6	(c) 10	17	16	1	...	1	6	10	(d)17	17	...	...
Dacca	3	6	12	21	21	...	...	1	6	12	19	19	...	...
Chittagong	1	2	6	9	9	...	...	...	2	6	8	8	...	...
Patna	1	6	12	19	16	3	...	...	6	12	18	18	...	...
Bhagalpur	1	3	9	13	10	3	...	...	3	9	12	10	1	1
Orissa	...	4	6	10	5	4	1	...	4	6	10	5	5	...
Chota Nagpur	...	2	5	7	4	3	...	1	2	5	8	8	...	...
Total ...	10	47	95	152	137	14	1	10	47	95	152	145	6	1

(a) Includes one awarded to a boy of St. Xavier's College.
(b) Includes one Rangpur Zilla School scholarship.
(c) Ditto ditto.
(d) Includes one second and one third grade scholarships being the Rangpur district special scholarships.

Of the ten first grade scholarships which are open to general competition, 6 were gained by Government schools. With seven exceptions those who gained scholarships passed the examination in the first division. The position of the Chota Nagpur Division, in which none of the scholarships had to be awarded to boys other than those placed in the first division is noteworthy.

151. The following statement compares the success of candidates at the Entrance examination in drawing from high schools under public management for the last two years:—

Name of School.	1895-96.		1896-97.	
	Number of pupils examined.	Number of pupils successful.	Number of pupils examined.	Number of pupils successful.
1	2	3	4	5
1. Arrah Zilla	7	1	25	5
2. Balasore ,, ...	...	...	6	2
3. Bankura ,, ...	...	...	13	8
4. Barasat Government ...	1	...	8	4
5. Barisal Zilla	1	...	13	6
6. Barrackpore Government ...	...	...	12	5
7. Bethune Collegiate ...	...	...	1	...
8. Bhagalpur Zilla	...	...	23	8
9. Birbhum ,, ...	1	...	15	6
10. Bogra ,, ...	2	2	13	1
11. Calcutta Madrasah ...	1	1	5	1
12. Chapra Zilla	1	...	28	5
13. Chittagong Collegiate ...	3	2	8	6
14. Chaibassa Zilla	3	1	4	...
15. Comilla ,, ...	...	...	3	3
16. Dacca Collegiate ...	9	3	45	19
Carried over ...	...	...	...	...

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Name of School.	1895-96.		1896-97.	
	Number of pupils examined.	Number of pupils successful.	Number of pupils examined.	Number of pupils successful.
1	2	3	4	5
Brought forward ...	...	...	...	...
17. Dacca Madrasah	...	...	6	2
18. Darjeeling High	1	...	4	2
19. Dinajpur Zilla	...	...	8	1
20. Dumka „	...	...	7	4
21. Faridpur „	...	...	19	11
22. Gaya Zilla	2	...	23	12
23. Hare School	6	2	26	10
24. Hazaribagh Zilla ...	...	...	7	3
25. Hindu School	1	1	43	11
26. Howrah Zilla	1	...	4	3
27. Hooghly Branch	...	...	6	2
28. Hooghly Collegiate ...	5	1	10	5
29. Jalpaiguri Zilla	1	1	...	...
30. Jessore „	...	...	5	4
31. Khulna „	...	...	10	3
32. Krishnagar Collegiate ...	7	1	13	8
33. Malda Zilla	...	...	10	3
34. Motihari „	1	...	9	2
35. Midnapore Collegiate ...	1	...	11	4
36. Monghyr Zilla	1	...	8	3
37. Muzaffarpur Zilla ...	4	1	9	2
38. Mymensingh „ ...	...	...	8	3
39. Nawab's High, Murshidabad...	3	3	6	3
40. Noakhali Zilla	...	...	8	5
41. Pabna „	1	1	9	3
42. Palamau „	...	...	3	1
43. Patna City	7	...	6	2
44. Patna Collegiate ...	10	...	28	2
45. Puri Zilla	2	...	...	...
46. Purnea Zilla	...	...	4	...
47. Purulia „	...	...	5	2
48. Rajshahi Collegiate ...	...	...	16	3
49. Ranchi Zilla	5	2	5	4
50. Rangpur „	2	2	5	5
51. Ravenshaw Collegiate ...	3	...	6	5
52. Sanskrit „ ...	...	...	8	3
53. Santipur Municipal ...	...	...	10	1
54. Taki Government ...	...	...	2	1
Total ...	93	25	589	217

There were besides 682 candidates from the other high schools who were examined in drawing, of whom 293 were successful. The causes which have brought about the improvement have been noticed in the quinquennial portion of this chapter.

152. The following table shows the qualifications of the masters employed in high schools, Government, aided, and unaided:—

Class of School.	Number of schools.	Number of teachers employed.	HOLDERS OF CERTIFICATE OF—															Holding no certificate.	Number of vacancies which occurred during the year.	Remarks.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. First grade.	Second grade.	Third grade.	Guru-training school.	M. E.	M. V.	U. P.	L. P.	Sanskrit title examination.	Madrasah central examination.	Other examination.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
High English — Government ...	55	765	28	149	116	193	29	1	5	...	7	12	...	...	36	28	34	125	73	
High English — Aided ...	183	1,649	24	239	272	363	43	13	7	3	35	49	...	...	105	25	27	444	163	
High English — Unaided ...	152	1,676	62	283	259	333	25	3	6	3	25	27	...	...	106	38	12	494	148	
Total ...	390	4,090	114	671	647	889	97	17	18	6	67	88	...	...	249	91	73	1,063	384	
Total for 1895-96 ...	387	4,084	116	662	633	898	107	9	9	4	55	68	...	...	253	84	78	1,108	386	

153. *Middle English Schools.*—The comparative figures of these schools for the last two years are given below:—

	1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	4	645	6	758
Do. by Municipal or District Boards ...	16	1,259	17	1,402
Aided by Government or by District or Municipal Boards	650	46,921	657	48,956
Unaided	223	15,307	247	16,658
Total ...	893	64,132	927	67,769

154. *Middle Scholarship Examination.*—The results of this examination, so far as candidates from middle English schools for Indian boys (including private students) are concerned, are given in the following table:—

Division.	Number of Institutions sending candidates.								Number of candidates.					Number passed from—										Race or Creed of passed Scholars.								
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions.		Other institutions.		Private students.		Total.		Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races.		Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.						Christians.	Non-Christians.	
1	2		3		4		5		6	7	8	9	10	11*a*	11*b*	12*a*	12*b*	13*a*	13*b*	14*a*	14*b*	15*a*	15*b*	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*		16*g*
Burdwan ...	5	5	153	132	35	26	193	163	50	550	127	20	747	9	21	185	148	30	31	8	2	232	202	...	...	424	...	10	...	...	...
Presidency ...	...	...	110	92	31	24	141	116	...	412	101	26	539	...	...	176	60	25	32	3	6	204	98	...	2	258	...	42	...	...	...
Calcutta ...	1	1	8	8	4	2	13	11	5	58	17	9	89	1	...	25	13	5	3	...	1	31	17	...	...	46	...	2	...	...	...
Rajshahi ...	4	3	67	58	11	8	82	69	31	252	43	4	330	5	16	81	86	9	9	3	1	98	112	...	...	163	...	47	...	...	...
Dacca ...	1	1	125	114	41	36	167	151	20	604	194	15	833	...	11	139	242	32	64	2	2	173	319	...	...	441	...	51	...	...	...
Chittagong ...	...	...	33	31	17	17	50	48	...	220	136	7	363	...		43	101	11	67	...	...	54	168	...	...	163	...	50	...	...	9
Patna ...	3	3	26	26	10	9	39	38	10	132	32	34	208	1	7	39	70	4	22	10	4	54	103	...	...	141	...	16	...	...	...
Bhagalpur ...	3	3	20	19	2	2	25	24	9	61	6	7	83	2	7	26	24	3	2	2	...	33	33	...	...	53	...	10	1*	2*	...
Orissa ...	2	2	32	27	1	1	35	30	10	135	2	4	151	3	2	57	28	2	...	1	...	63	30	...	4	83	...	6	...	...	...
Orissa Tributary Mahals	...	...	...	...	4	4	4	4	...	...	14	1	15	...	...	...	...	10	1	...	1	10	2	...	...	12	...	...	...	...	...
Chota Nagpur	...	...	26	12	...	...	26	12	...	84	...	6	90	...	...	15	13	...	...	1	...	16	13	...	...	24	...	...	5	...	...
Total for 1896-97.	19	18	600	519	156	129	775	666	135	2,508	672	133	3,448	21	64	786	785	131	231	30	17	968	(*a*) 1,097	...	6	1,808	...	234	6	2	9
									3,315											47		2,065						2,065		
Total for 1895-96.	19	16	582	513	143	111	744	640	90	2,340	587	92	3,109	19	30	850	568	136	149	24	9	1,029	756 (*b*)	...	10	1,559	2	203	7	2	2
									3,017											33		1,785						1,785		

* Sonthals.
(*a*) Besides these, 25 passed the Middle English Scholarship Examination from high and other schools, and 81 from middle vernacular schools for boys.
(*b*) Besides these, 9 passed the Middle English Scholarship Examination from high and other schools and 104 from middle vernacular schools for boys.

The number of competing schools increased by 4·3 per cent. and that of successful schools by 3·9 per cent. The proportion of unsuccessful schools was therefore a little heavier than in the preceding year. This was specially the case in the Chota Nagpur Division, in which a number of newly established and ill-organised middle schools sent in candidates, with the result that more than half of them broke down. The number of candidates (exclusive of private students) rose by 9·8 per cent., and the number of successful candidates by 15·2 per cent., the percentage of success rising, in consequence, from 58 to 61.

155. *Middle Vernacular Schools.*—The statistics of these schools are compared below:—

	1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	36	2,935	37	2,804
Do. by Municipal or District Boards ...	150	8,857	149	8,820
Aided by Government or by District or Municipal Boards	818	44,272	811	45,035
Unaided	143	8,533	143	8,782
Total ...	1,147	64,597	1,140	65,441

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156. *Middle Scholarship Examination.*—The results of the examination, so far as candidates from middle vernacular schools (and private candidates) are concerned, are given in the following statement:—

Division.	Number of Institutions sending Candidates.								Number of Candidates.					Number passed from—										Race or Creed of passed Scholars.								
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions.		Other institutions.		Private students.		Total.		Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races.		Other.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.						Christians.	Non-Christians.	
1	2		3		4		5		6	7	8	9	10	11*a*	11*b*	12*a*	12*b*	13*a*	13*b*	14*a*	14*b*	15*a*	15*b*	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*		16*g*
Burdwan ...	22	20	128	100	25	20	175	140	85	433	78	113	709	1	64	15	259	1	39	.*	30	17	392	...	...	392	...	16	...	1	...
Presidency ...	10	9	141	108	13	10	164	127	39	371	50	103	563	6	18	18	173	1	19	...	30	25	240	...	...	234	...	31	...	...	...
Calcutta ...	1	1	7	7	2	...	10	8	8	34	2	3	47	...	5	2	23	...	...	...	1	2	29	...	...	30	..	1	...	...	...
Rajshahi ...	20	16	80	62	2	1	102	79	51	219	3	41	314	...	31	3	134	...	1	...	9	3	175	...	...	112	...	66	...	...	...
Dacca ...	15	14	210	167	31	24	256	205	89	679	166	127	1,061	9	49	13	360	...	83	...	24	22	516	...	...	452	...	86	...	...	...
Chittagong ...	9	6	109	100	14	9	132	115	45	468	54	142	709	4	23	3	326	...	30	...	19	7	398	..	...	310	...	85	...	...	10
Patna ...	34	34	3	3	13	13	50	50	106	22	44	151	323	1	88	1	19	...	38	...	45	2	190	...	...	161	...	31	...	...	...
Bhagalpur ...	19	19	20	18	3	2	42	39	77	64	6	106	253	1	67	...	40	...	3	...	33	1	143	...	...	111	...	30	3*	...	...
Orissa ...	14	13	20	19	...	...	34	32	45	52	...	14	111	...	39	...	39	...	...	...	4	...	82	...	...	79	...	3	...	...	...
Orissa Tributary Mahals.	...	...	...	...	11	11	11	11	...	...	29	...	29	...	...	...	...	2	17	...	...	2	17	...	...	19	...	...	...	...	...
Chota Nagpur	18	11	11	7	...	...	29	18	52	81	...	18	151	...	21	...	10	...	...	...	8	...	39	...	...	36	...	2	...	1	...
Total for 1896-97.	162	143	729	591	114	90	1,005	824	597	2,423	432	818	4,270	22	405	55	1,383	4	239	...	203	81	2,221(*a*)	...	...	1,936	...	351	3	2	10
										3,452													2,302			2,302					
Total for 1895-96.	157	132	688	529	102	74	947	735	627	2,192	355	635	3,809	28	324	76	1,119	...	159	...	145	104	1,747(*b*)	...	...	1,582	...	257	...	5	7
										3,174													1,851			1,851					

(*a*) Besides these, 69 passed the Middle Vernacular Scholarship Examination from high and other schools and 1,097 from middle English schools.
(*b*) Ditto, 55 ditto ditto 756 ditto.
* Santhals.

The number of schools which presented pupils at the examination rose 6·1 per cent., while the number of those that came off successful rose 12·1 per cent. Again, the candidates increased 12·1 per cent., while the successful candidates increased 24·3 per cent. The percentage of success rose from 48·6 to 53·9.

157. In the following table is shown division by division the number of successful candidates at the Middle Scholarship Examination for the past two years:—

Division.	Successful Candidates from—					
	Middle English schools.		Middle vernacular schools.		Total.	
	1895.	1896.	1895.	1896.	1895.*	1896.*
1	2	3	4	5	6	7
Burdwan ...	358	424	307	379	665	803
Presidency ...	279	293	234	235	513	528
Calcutta ...	37	47	28	30	65	77
Rajshahi ...	173	206	108	169	281	375
Dacca ...	431	488	468	514	899	1,002
Chittagong ...	175	222	290	386	465	608
Patna ...	97	143	88	147	185	290
Bhagalpur ...	55	64	61	111	116	175
Orissa ...	78	92	76	78	154	170
Orissa Tributary Mahals.	16	11	11	19	27	30
Chota Nagpur ...	53	28	35	31	88	59
Total ...	1,752	2,018	1,706	2,099	3,458	4,117

* Examinations are generally held before the end of calendar year.

The above shows improvement in every division except Chota Nagpur, in which the district of Lohardaga lamentably failed. The Deputy Inspector, who was primarily responsible for this state of things, was transferred to another district shortly before the examination.

158. The following statement shows in a summary form the combined results of the Middle Scholarship Examination for the two sets of schools (middle English and middle vernacular):—

1895-96.

	Number of candidates.	Passed at the: Middle English examination.	Passed at the: Middle vernacular examination.	Total.
Middle English schools ...	3,017	1,005	747	1,752
„ vernacular „ ...	3,174	104	1,602	1,706
Total ...	6,191	1,109	2,349	3,458

1896-97.

Middle English schools ...	3,315	938	1,080	2,018
„ vernacular „ ...	3,452	81	2,018	2,099
Total ...	6,767	1,019	3,098	4,117

The above shows a reduction in the number of English certificates awarded at the last examination from 1,109 to 1,019, but an increase in the number of middle vernacular passes.

CHAPTER VI.—PRIMARY EDUCATION.

PRIMARY EDUCATION.

159. *Character and scope of Primary Education in Bengal.*—The double aspect of primary education, as being the final stage of instruction for the vast majority of the people and the initial stage for a small minority, leading up eventually to the University, has always been fully recognised in Bengal. Leaving the primary departments of secondary schools aside, in which the course of instruction is especially designed to fulfil the latter object, the existence of two distinct classes of primary schools, lower and upper, serves admirably to answer this dual purpose; for while the former class of schools aims at teaching the elements of reading and writing with such simple lessons on objects and agriculture and such simple rules of arithmetic and land measurement, mostly in the indigenous way, as will enable the peasant to look after his own interests, the course of instruction in the latter has been so assimilated with the middle school course above and the lower primary course below, as to remove all possible difficulty on the part of the learner to pass through it from the latter to the former. It is in these upper primary schools that boys first come in contact with the elements of history, geography, geometry, and science; nor is the knowledge of country arithmetic and land measurement which they have learnt in the lower classes neglected, for these subjects again find a place though in a more systematic shape.

The interests of the "vast majority," again, are not lost sight of either in the primary departments of secondary schools or in the lower forms of upper primary schools; for in the former nearly the full lower course is taught with slight modifications with the addition of English generally; and in the latter the lower course whole and entire is compulsory, up to the third class, so that no boy is allowed to reach the upper forms without passing an examination in this standard.

160. *Explanation of the Maps.*—The figures upon which the accompanying maps are based are given below. The number of scholars includes all boys in the primary stages of secondary schools, as well as scholars in primary schools:—

Division.	1891-92.		1896-97.	
	Boys in upper and lower primary stages.	Percentage of column (3) to the total male population of school-going age (Census, 1881).	Boys in upper and lower primary stages.	Percentage of column (3) to the male population of school-going age (Census, 1891).
1	2	3	4	5
Burdwan	256,821	44·9	279,351	49·0
Presidency	156,202	26·3	178,839	30·1
Calcutta	16,868	33·2	18,586	37·9
Rajshahi	87,984	14·2	107,194	17·3
Dacca	180,462	24·1	205,564	27·4
Chittagong	126,359	40·2	122,283	38·9
Patna	144,987	12·6	162,608	14·1
Bhagalpur	70,537	11·0	92,016	14·4
Orissa	105,867	35·6	100,992	33·9
Do. Tributary Mahals ...	16,484	12·2	15,383	12·0
Chota Nagpur Division ...	53,306	15·6	66,534	19·5
European schools	2,593	.....	3,105	.....*
Total for Bengal ...	1,218,470	22·30	1,352,455	25·22

* This has been taken not as a divisional question, but to make the total tally with that in the returns.

161. *Primary Schools for boys.*—The first of the two tables given below shows the number of primary schools and pupils attending them at the beginning

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and end of the quinquennial period; the second table gives the total number of scholars in the schools at the end of each of the last six years:—

Year.	Maintained by the Department.		Maintained by Local and Municipal Boards.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1891-92	5	118	13	403	39,436	963,709	9,133	159,330	48,589	1,123,560
1896-97	23	701	18	794	36,709	1,012,757	12,900	229,551	49,650	1,243,803

Year.	Number of scholars in primary schools for boys.
1891-92	1,123,560
1892-93	1,123,225
1893-94	1,130,551
1894-95	1,206,285
1895-96	1,240,679
1896-97	1,243,803

The schools have risen by 1,061, or 2·2 per cent., the pupils by 120,243, or 10·7 per cent., and the average strength of a school from 23 to 25. The increase has taken place in all the divisions except Chittagong, Orissa, and the Tributary Mahals, in each of which there was a falling off. The loss in Chittagong has been attributed to the discontinuance of the practice of giving rewards for furnishing the annual returns, which has led to the schools of inferior organisation neglecting to furnish them; also to the enforcement of the system of a minimum reward, under which those Koran schools which professed to teach Bengali, were excluded from any reward, in case they failed to earn Rs. 5, which was fixed as the minimum reward to be given; and to the inspecting pandits getting a fixed travelling allowance instead of a grant according to the number of visits paid by them, which made it their interest to keep a large number of schools on their registers. The loss in the Tributary Mahals has been due to the separation of Angul and the Khondmals, which were formed into a district as part of the Orissa Division in 1893-94. Notwithstanding this gain, Orissa has lost, during the last five years, 11·3 per cent. of her primary schools and 4·7 per cent. of scholars attending them, owing, it is said, to the "impoverished condition of the agricultural section of the population," brought about by the failure of crops.

162. *Systems of Primary Education – Departmental Schools.*—The number of departmental schools, greater as it is than at the beginning of the quinquennium, is very small, the system of paying primary grants, by results or in stipends, being elastic enough to meet all possible requirements except in very backward localities in which schools have to be maintained at Government cost for the benefit of wild tribes. Of the 23 schools returned in 1896-97, 22 belong to the Angul district in the Orissa Division, of which 18 were started during the period under review for the education of the non-Aryan Khond, who used to propitiate the Earth-Goddess with human sacrifices till the administration of Lord William Bentinck. Only one school of this class is kept up on different considerations, viz., that at Dehri in the Shahabad district, for the education of the children of the employés of the local Public Works workshop.

163. *Board Schools.*—For precisely the same reason, the number of Board schools also is necessarily small. In 1891-92 there were ten schools maintained by District and three maintained by Municipal Boards in the Dacca, Rajshahi, and Orissa Divisions; in 1896-97, the former fell down to eight, and the latter rose to ten, owing to the establishment of three schools in Rajshahi, three schools in Orissa and one school in Bhagalpur. The five Board schools in the Dacca Division are found in the Mymensingh district, and are intended for the children of the tribes occupying the skirts of the Garo Hills, for whom special educational arrangements are necessary. As might be expected, municipal schools are much better attended than Board schools; the former having 61 pupils, and the latter 23 per school on an average.

164. *Aided Schools.*—These constitute 73·9 per cent. of the primary schools in the Province and contain 81·5 per cent. of the pupils attending them. During the past five years, their number suffered a reduction by 7·4 per cent.

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owing to two causes. In the first place, there was the healthy process of elimination of weak schools by reason of their failure to earn even the small minimum of five rupees on the results of the annual examinations—a step which has conduced, to a large extent, to the consolidation of our primary system by preventing waste and adding to the income of the deserving in consequence. In the second place, all schools which get nothing but a small registration fee of eight annas or a rupee for submitting the annual returns are no longer classed as "aided," as used to be done previous to 1895-96. The increase in the attendance in aided schools, in spite of their reduced numbers, is another sign of development, the rise being over 5 per cent. The combined effect of the two causes has been an advance in their average strength from 24·4 to 27·6 pupils.

Aid is given either in stipends or by results, or by a combination of both. Stipends, by which are meant fixed monthly grants are intended for specially backward places, such, for instance, as the Chota Nagpur Division and the Chitagong Hill Tracts, or where the conditions are peculiar, as in Calcutta, in which living is dear and house-rent takes up a large share of a guru's income, or where a school has established a claim for public support, as in the case of successful upper primaries or pathsalas in which at least 20 girls are taught. As the best and most largely attended upper primary schools cannot be managed by one teacher, they are generally provided with an Assistant on Rs. 3 a month, the head teacher's stipend in such cases being Rs. 5. No primary school with less than 30 pupils is ordinarily eligible for a stipend. The payment-by-results system is too well known to require any explanation; the standards recognised for the purpose are generally three. The total reward payable for success in these standards is subject to a maximum which, from local considerations, has been differently fixed in different districts. The mixed system mentioned above is found where a small stipend is given to a school which is also allowed to earn rewards for success at the Lower and Upper Primary Scholarship examination. The hope of earning this extra reward serves to stimulate the activity of the stipendiary teacher.

The comparative popularity of the stipendiary system with the local inspecting officers was pointed out, and the question, whether in aiding primary schools this or the system of payment by results should be preferred was thoroughly discussed in the report for 1890-91, and among the recommendations then made and approved by Government was the creation of what may be called a fourth system of payment, viz., the payment of a retaining fee of from Rs. 3 to Rs. 6 a quarter to such of the lower primary schools as were neither so well established as to be independent of any stipend nor so backward as to be absolutely in need of a fixed monthly grant, the amount so advanced being payable out of the reward they might afterwards earn at the examinations. This was, in fact, a sort of compromise between the two systems, and it was expected that it would eventually replace the stipendiary system where possible, and the result has answered the expectation to a slight extent, as will be seen from the following figures:—In 1891-92 the total direct expenditure from the Provincial and district primary grants on primary schools for native pupils was Rs. 8,02,098, of which Rs. 2,64,584, or 32·5 per cent., was spent in stipends and Rs. 3,38,075, or 42·1 per cent., in rewards, the proportion of stipendiary to non-stipendiary schools having been a little *less* than 1 to 5. In 1896-97 the total expenditure on the same account from the same two funds was Rs. 9,54,673, of which Rs. 2,86,037, or 29·9 per cent., was spent in stipends and Rs. 4,19,114, or 43·9 per cent., in rewards, the proportion of the former to the latter class of schools being a little *more* than 1 to 5.

The advance system, however, has not proved so successful as was expected of it. Its unpopularity was fully discussed in my last annual report from which I extract the following:—

"My opinion is that the system appears to be 'uneconomical,' owing to its being worked in a half-hearted way by Deputy and Sub-Inspectors, upon whose recommendations the advance rewards are given. A like view is otherwise expressed by the Assistant Inspectors of the Chittagong and Bhagalpur Divisions, the former being of opinion 'that it does not find favour with the Sub-Inspectors, whose work it increases,' and the latter 'that the apathy of the Sub-Inspectors is the chief cause for its failure in some districts and non-introduction in others.' The Deputy Inspector of Schools, Saran, in explaining the abandonment of the system in his district has made a clean breast of it. He says that 'it was entirely done away with as it is not required, as also because it is vexatious, entailing more labour and responsibility.' The fact is that the Sub-Inspectors create obstacles to the progress of this system. If a pathsala be in receipt of a fixed stipend, all that the Sub-Inspector has generally to do is to pay it a visit now and then, examine it, and note his remarks in the visitors' book. In the case of a rewarded pathsala all the pupils down to the lowest standards have to be examined in every

subject prescribed by the Department, and marks have to be given, success and failure noted, and results tabulated. The greater the number of non-stipendiaries, therefore, whether paid in advance or not, the heavier the work for the Sub-Inspectors, and *vice versâ*."

Notwithstanding these strictures, the amount paid in advanced rewards fell off from Rs 40,465 in 1895-96 to Rs. 33,299 in 1896-97.

165. *Unaided schools.*—These schools have risen by 41·2 per cent. and the pupils attending them by 44·1 per cent., owing to the relegation to this list of a number of what were previously classed as "aided," either because of their failure to earn the minimum reward noticed above, or because they got nothing but a small fee of 8 annas or so for furnishing annual returns. The average strength of an unaided school in 1896-97 was 17·8, against 17·4 in 1891-92. A large majority of these schools exist in the hope of getting aid from public funds.

166. *Standards of examination for primary schools.*—There are two separate examinations for the award of primary scholarships and pass certificates—the upper and the lower. No school (except a girl's school) is allowed to compete for scholarships of both the grades, though pupils of the third class of upper primary schools must pass the lower examination as a condition of promotion to the second class and of subsequent admission to the upper examination. This latter rule has just been brought into force.

The upper course has undergone little modification since Mr. Nash wrote his review: it comprises in addition to vernacular literature and arithmetic—

1. History and geography of Bengal with an elementary knowledge of the four quarters.
2. Euclid Book 1, 26 propositions, and mensuration chiefly according to native methods.
3. Elements of physical science or an elementary treatise on agriculture.
4. A sanitary primer.

In the lower course important changes have been made: a new text-book in literature has been prescribed which embodies lessons on the elements of agriculture and geography, in accordance with the suggestions made by the Agricultural Conference and approved by Government. Also changes have been sanctioned by Government since the close of the last year including the elimination of *mensuration*, *zamindari* and *mahajani* accounts as separate subjects of study, so much of them as is considered necessary for the pupils to learn being now taught in the indigenous native way, and, as such, included under the head of native arithmetic. This has simplified the course to a very great extent, and the lower primary student has at present to read two printed books only—the reader and the sanitary primer,—costing about 4 annas and covering 120 pages in all. The other subjects are to be taught orally by the teacher.

The upper primary examinations are conducted by the Circle Inspector and the lower examinations are carried out with a uniform set of question-papers for each circle, prepared under the supervision of the Inspector. In the lower examination, the answer-papers are valued by examiners appointed by the district authorities. The lower scholarships also are awarded locally by District Boards or Deputy Commissioners of districts.

167. *Progress as tested by public examinations.*—This will appear from the subjoined statement, which gives, for 1891-92 and 1896-97, the number of boys in the different stages in primary schools, as also the results of the Upper and Lower Primary Scholarship examinations:—

Year.	Number of Boys in the—				Total.	Number of Boys who passed the—	
	Middle stage.	Upper primary stage.	Lower primary stage.			Upper primary examination.	Lower primary examination.
			Reading printed books.	Not reading printed books.			
1	2	3	4	5	6	7	8
1891-92	511	25,245	709,432	357,985	1,093,173	2,491	18,630
1896-97	470	25,474	859,850	322,368	1,208,162	(*a*) 3,826	(*b*) 26,987

(*a*) Exclusive of 2,448 boys who passed from secondary schools and inclusive of 1 boy from girls' upper primary school.
(*b*) Exclusive of 106 girls from boys' schools and inclusive of 5 boys from girls' schools, and also exclusive of 10,308 boys from secondary and upper primary schools.

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The number of boys in the middle stage shows a slight falling off, but this is as it should be. The increase in the upper primary stage has been less than 1 per cent., but the increase in the upper section of the lower primary stage is a substantial gain, being more than 21 per cent., the increase in the total number of boys in primary schools being only 10·5 per cent. This has been necessarily followed by a decrease by about 9 per cent. in the lowest section, in which no printed books are used—a reduction which is another proof of the progress effected during the past five years.

But the best indication of progress is the increased success at the Scholarship examinations, the passes by the higher test having risen by about 53·6 per cent., and those by the lower by 34·1 per cent. The number of candidates who passed from secondary schools was not shown in the returns for 1891-92. Hence they are now shown in footnotes. This is also the case with those who passed the Lower Primary Scholarship examination from the third class of upper primary schools.

168. *Expenditure on primary schools for boys.*—The following table gives the necessary data for a comparison of the expenditure from all sources on primary schools for boys in 1891-92 and 1892-93:—

Year.	From Provincial Revenues.		From district funds.	From municipal funds.	From fees.	From other sources.	Total.
	In schools under public management.	In aided schools.					
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92	1,050	142,572	447,374	16,489	1,576,675	387,935	2,572,95
1896-97	2,703	162,223	511,945	53,468	1,733,639	426,311	2,890,289

The total cost on primary schools has increased by Rs. 3,18,194, or 12·3 per cent., which is slightly in excess of the rate of increase in the number of scholars attending them (10·7 per cent.). The cost per scholar from all sources was Rs. 2-3 in 1896-97, against Rs. 2-2 in 1891-92.

The total increase in the grants from Provincial revenues amounts to Rs. 21,304, or 14·9 per cent.; from district funds to Rs. 64,571, or 14·5 per cent.; and from municipal funds to Rs. 36,979, or 224·2 per cent. Nearly half the increase in the district fund expenditure is explained by the transfer to it of a sum of Rs. 31,000 from Provincial revenues, under circumstances set forth in the following extract from my last annual report:—

"The original grants which were made to the District Boards in 1888 for the purpose of establishing equilibrium between receipts and charges transferred to them were based on the actual expenditure incurred by Government in 1885-86. Since then the circumstances and the demand for education have often very greatly changed, and a district in which ten years ago very little was being or could be spent on primary schools, and to which, therefore, a comparatively small allotment was made, may now be one in which a stronger desire for education is manifested, while at the same time the District Board may be unable to meet the increased demand from its own resources. At times, again, the finances of some District Boards may have assumed so prosperous a condition as to make them able to meet all increased expenditure from their district funds, without additional help from Government. Taking all these circumstances into consideration, the Lieutenant-Governor had in the preceding year regranted the savings in the departmental allotments for primary schools for 1893-94 and 1894-95 to the extent of Rs. 31,000 for each year, and placed these sums at the Director's disposal for distribution to those districts in which the primary allotment was too low. Assuming that these savings are likely to be made permanent, the Lieutenant-Governor further resolved in December 1895 to make a reduction of Rs. 31,000 in the departmental allotment, and to distribute this sum annually to the District Boards concerned."

The increase in municipal expenditure is due to the orders of Government passed in 1892-93 defining the financial responsibility of municipalities in regard to primary education. It was ordered that from 1st April 1894, they should provide either at the rate of 10 annas a head for the education of half the male children of school-going age, or 3·2 per cent. of their total income.

Some municipalities have not altogether come up to this limit; in others the amount obtained under these orders is not sufficient to satisfy the wants of primary education to the extent to which they were formerly satisfied. As a rule, schools in receipt of municipal grants, though inspected and examined by the officers of the Department and of the District Boards, do not get money from any other public funds except in Calcutta, where the municipal allotment is extremely small.

The increase in the expenditure from fees and other sources by about 10 per cent. under each head is nearly in keeping with the increase in the number of pupils noticed before.

169. *Comparative cost of Primary Schools.*—The following table shows the average annual cost of a primary school as obtained from the returns for 1891-92 and 1896-97, unaided schools being excluded from the calculation, as their statistics of expenditure are not wholly reliable:—

Year.	Cost of a Primary School—		Total annual cost.
	To public funds.	To private funds.	
1	2	3	4
	Rs.	Rs.	Rs.
1891-92	16	42	58
1896-97	20	47	67

It is satisfactory to find that the poor position of a primary school-teacher is somewhat improved, though it be only to the extent of about nine rupees annually.

170. The annual cost per pupil in primary schools is shown in the following table, as well as the average number of pupils in each school, unaided schools being again excluded for reasons explained in the foregoing paragraph:—

Year.	Average number of pupils to a school.	Cost of each Pupil's education—		
		To public funds.	To private funds.	Total.
1	2	3	4	5
		Rs.	Rs.	Rs.
1891-92	24	·7	1·9	2·6
1896-97	27	·8	1·9	2·7

The figures here given support the conclusions arrived at before, viz., that the increase in the contributions from fees and subscriptions has been just proportionate to the increase in the number of pupils, the rise in the total being due to the more liberal grants from public funds.

171. *Superior claims of Primary Education upon public effort and public funds.*—The view of the Education Commission has always been kept in sight; and whenever the state of Provincial funds is such as to admit of any extra provision for education, the lion's share is devoted to the furtherance of primary education. Under District Boards also, no falling off in the Board's income has yet been held as a sufficient ground for applying the shears of retrenchment to primary schools. It may be hoped that when the present pressure on the resources of the Province ceases additional grants for the spread of primary education may be obtainable.

The subjoined statement shows the total direct expenditure in 1891-92 and 1896-97 on arts colleges, secondary schools, primary schools, and training

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institutions; colleges and schools for special instruction are omitted, as the considerations governing the rate of aid to them are entirely different:—

Year.	Arts colleges.	Secondary schools.	Primary schools.	Training schools.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
1891-92	292,764	751,190	709,055	85,066
1896-97	296,397	779,481	841,699	97,542

The rate of increase under the several heads is as follows:—

Arts colleges	1·2	per cent.
Secondary Schools	3·2	„
Primary „	18·7	„
Training „	14·6	„

Comment on the above is unnecessary except it be to say that the training schools would not have shown any increase but for the opening of classes for English masters during the last year.

If we take into calculation the amount expended in the primary departments of secondary schools, the figures for primary education would be still much higher.

172. In estimating the cost of primary education in Bengal not only the direct expenditure, but also the indirect expenditure, including a fair share of the salary and travelling allowances of Sub-Inspectors, should be taken into consideration. The Sub-Inspector works mainly for the improvement of primary schools, and it was estimated some years ago that at least 80 per cent. of his pay and allowances might fairly be taken as expenditure incurred in this class of education. If this view be taken, it will be seen that in 1896-97 a sum of about twelve lakhs and a half from public funds was spent on primary education. This represents over 31 per cent. of the total expenditure from public sources.

173. *Provincial, District Fund and Municipal expenditure.*—The following table shows for the years 1891-92 and 1896-97, the ratio of direct to total expenditure from each class of public funds, and also the ratio which the direct expenditure on primary schools bears to the total direct expenditure. Direct expenditure here includes the cost of colleges and schools for special instruction, which were excluded from the figures given in the next preceding paragraph:—

Nature of expenditure.	Sources of Expenditure.					
	Provincial funds.		District funds.		Municipal funds.	
	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.
1	2	3	4	5	6	7
Direct ...	59·5	58·4	67·5	67·3	88·9	87·8
Primary ...	14·1	14·4	66·7	69·8	34·0	69·8

The greatest part of the expenditure from the Provincial Fund is incurred in colleges, training and special schools, all of which are, from their very nature, costly institutions. This is the reason why the percentage of direct expenditure on primary education from Provincial revenues is so low, but, small as it is, it compares favourably with the figures at the end of the last quinquennium. Under district and municipal funds also, especially under the latter, there has been an appreciable increase for reasons already stated.

174. *Agencies and means for the spread of Primary Education.*—From what has been stated in the foregoing paragraphs, it will be seen that the advancement of primary education in Bengal is receiving due attention. But want of funds is the complaint everywhere. Provincial revenues are hardly capable of any large expansion in the near future, and so also it is with the District Funds. The municipalities also are generally paying what they can, if we except the Municipality of Calcutta, whose distressingly small educational grant (Rs. 3,000 only for primary education, out of an income of about half a crore) has been commented upon more than once. It is in rural tracts, and especially in backward districts that much remains to be done.

175. In regard to the insufficiency of its primary education grants from public funds, the following explanation was given by the Bengal Government in 1888 and the state of things in very much in the same way at the present time:—

"In regard to this, I am to say that the Lieutenant-Governor is painfully conscious of the inadequacy of the present grant. He entirely concurs with the observations of the Education Commission that it is desirable that the strenuous efforts of the State should be devoted in a still larger measure than heretofore, to the provision, extension, and improvement of the elementary education of the masses. But as the Government of India is aware, this Government is hampered in its policy by want of funds. On pages 212 and 213 of his report, Sir Alfred Croft has explained that this is the reason of the insufficiency of the payments made in furtherance of primary education, and later on (page 223) has expressed a wish that the circumstances of the Bengal Government may so far improve as to enable it to carry out the intention which it formed in 1884 of increasing the grant by ten lakhs of rupees. But the contract grant for both provincial and localised educational charges is now only Rs. 32,46,000. The whole sum to be expended on primary education has to come from the allotment of Rs. 13,10,000 for grants-in-aid. There is no immediate hope therefore of any considerable increase in the grant for primary education. The grant during 1886-87 was only Rs. 5,47,000. In order to give effect to the recommendation of the Commission on primary and aided education, an additional revenue of 14 lakhs of rupees would be required, of which only $1\frac{1}{4}$ lakhs would be paid by municipalities, leaving $12\frac{3}{4}$ lakhs to be provided from provincial funds. But it is impossible for this Government to make any such suitable provision, or indeed to make any appreciable increase to the grant now made for education. The grant made for 1887-88 rose, however, to Rs. 33,90,000. The Government of India may rely on the Lieutenant-Governor's determination to increase the grant on primary education to the extent of his power, but his means are limited in this as well as in other departments where expenditure is urgently necessary, by the pressure on provincial finances."

176. *Special measures for Aboriginal and Backward races.*—Before entering into details, it may be remarked that the figures given in the returns do not give an exact idea of the state of education among all the backward races of the province. The classification of pupils by religions only, in General Table III, creates a great difficulty. All Hindus are grouped together, as also all Muhammadans, though there are among both these sects, tribes or castes who are admittedly as backward as some of the races classed as aborigines are, and for whom, therefore, special measures are equally necessary. In Madras and some other provinces in India, special educational notice of such low-caste Hindu tribes as Parias and such backward Muhammadans as Moplahs, is annually taken by the Department. The same conditions exist in Bengal; but we do not know what percentage of the children of the castes like *Chandals*, *Bagdis*, *Muchis*, and low-caste Hindu converts to Muhammadanism, is at school. As to the aborigines, again, besides 2,449,809 souls classified according to religion under the term "Animistic" in the last census report of the Province, members of various aboriginal races are represented under the three following religious denominations:—Hinduism, Buddhism, and Christianity. There is, in the Divisions of Chota Nagpur and Bhagalpur, a large aboriginal population professing Christianity, while the Mughs and other eastern aborigines profess for the most part Buddhism. The Christian aborigines are perhaps not less advanced, so far at least as primary education goes, than the pupils of any other race or creed. This is due to the efforts of the various missionary societies, whose labours extend into the very heart of the wild tracts in which these tribes dwell. But the same is not true of the converts to Hinduism and Muhammadanism. Again, the educational returns give all the non-Christian aborigines together, and the census tables do not separately show the Hindus, Muhammadans, and Christians of aboriginal descent. It is impossible, therefore, to say how far the conversion of these people to any particular creed, has tended

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to ameliorate their condition or what percentage of the children of school-going age of real aboriginal parentage are actually at school. The figure arrived at by Mr. Nash from the census tables for 1891, viz. 2 per cent., may therefore be accepted as fairly accurate till any difference is indicated by the next census.

177. The tracts in which the aboriginal races have a home of their own are to be found chiefly in the Chota Nagpur and Bhagalpur Divisions, the Orissa Tributary Mahals, the South Lushai Hills, the Birbhum and Bankura districts of the Burdwan Division and the northern part of the Mymensingh district in the Dacca Division. In all these places special efforts have been made for the encouragement of primary education. The Board schools in the Mymensingh district and the departmental schools in Orissa have already been referred to. There are extensive missionary organisations in all the districts of the Chota Nagpur Division, whose efforts have done so much to spread education among the wild tribes. There is, besides, a strong Committee at Giridih, the centre of coal-mining industry in these parts, which, with liberal grants from the Department and the East Indian Railway Company, have been doing much towards educating the children of the numerous colliery labourers who are mostly of aboriginal or semi-aboriginal descent.

The Government high school at Rangamati, the Dublin Mission High School at Hazaribagh and the German Mission High School at Ranchi are chiefly intended for aboriginal races. The last two were started during the period under review.

A Special Deputy Inspector is employed for the inspection of Sonthal schools in the Sonthal Parganas. The inspecting pandits for the supervision of primary schools intended for aboriginal tribes should as far as possible be aborigines, but I fear from what I have lately learnt that this desideratum has not hitherto been sufficiently attended to. The usual restriction of age prescribed in the case of the award of Government scholarships is not fully observed when pupils of aboriginal descent are concerned.

The Bhunyas of Keonjhar are quoted as an instance of the aversion to education evinced by some wild tribes. After the late disturbance they ceased to allow their children to attend school altogether, so that in 1896-97 the whole State returned only 4 pupils at school of aboriginal parentage. "They burnt the school houses in the *meli*," remarks the Commissioner of Orissa, "and are said to regard police and education as equal forms of oppression."

178. The number of aboriginal pupils has risen during the past five years from 29,663 to 37,870. In 1895-96 it was 38,971; but the prevailing scarcity affected the attendance during the last year to a great extent. Of the number returned in 1896-97, 22 were in the collegiate stage against 7 in 1891-92; 400 were in high schools against 223; and 919 in middle schools against 911. The pupils in girls' schools have advanced from 1,428 to 2,340; Christians from 4,005 to 6,567, and non-Christians from 25,658 to 31,303. There were no non-Christians in colleges in 1891-92; in 1896-97 there were 15 pupils of this class receiving collegiate education. Nearly 23,000 of the pupils (against 18,000 in 1891-92) are found in Chota Nagpur alone. Six pupils of aboriginal descent passed the last Entrance Examination against 2 in 1891-92; in the primary examinations also they have shown much advancement, 59 and 627 respectively having passed the last upper and lower examinations, against 51 and 313 in 1892; but the results of the Middle Scholarship Examinations show a falling off from 33 to 13 passes, chiefly on account of the elevation of the German Mission School at Ranchi from the middle English to the high English status. Further particulars regarding the progress of education among the aboriginal races in the different divisions is given in Chapter XVII.

179. *Methods of aiding Primary schools.*—Almost all that has to be said in this connection has been described before, in discussing the position of aided schools. The want of uniformity in the results of the Lower Primary Scholarship examination, noticed in paragraph 128 of Mr. Nash's review, was removed in 1893-94, as already stated, by arranging for a common examination of all the pupils in his circle by the Inspector of Schools, the papers being valued by examiners locally appointed. As to the reward examination being conducted *in situ*, it is done as far as possible. This was ordered by Government in 1891-92, but difficulties arose in some parts owing to peculiar geographical

conditions, and exceptions were accordingly made and examinations permitted at central gatherings. In the rest of the Province, if the examinations *in situ* be not finished before the end of January, the remaining schools are examined at central gatherings with the object of getting the reward bill ready before the close of the year. No school is allowed to compete for rewards at these examinations that has not at least 10 names on its rolls and that has not been in existence for six months before the date of examination (season pathsalas being excepted).

Payments to gurus on account of either stipends or rewards, are generally made by means of postal money-orders, the commission charges being met from primary fund money. The Sub-Inspector prepares stipendiary and reward bills as soon as possible after the money becomes due, and after these bills are passed, they are made over to the postmaster who issues money-orders up to the value of the bills.

180. *Revision of standards.*—This has already been described. A knowledge of the elementary principles of hygiene is compulsory on all candidates for the upper and lower primary scholarship examinations, besides the indigenous systems of land measurement and casting accounts. Agriculture also in a very elementary shape is taught in all the lower schools, the subject being incorporated into the text-book in language (the reader) as recommended by Dr. Voelker in his report on agriculture in India and approved by the Government of India in their Resolution on Mr. Nash's review. In the upper schools agriculture is taught as a separate subject, optionally with physics. It is not possible to say how many pupils passed in agriculture or sanitation at the primary examinations in any of the last five years under report, as the passes are noted down not separately for each subject, but according to the success of the candidates in all the subjects taken together. The question of providing text-books to be prepared by the Education Department for primary and middle schools is at present under the consideration of Government.

181. *Physical, moral, and religious instruction.*—This will be dealt with in a separate section. It may be observed here, in passing, that there is but little provision in the province for physical training in primary schools. Religious instruction is imparted in the schools under missionary management and text-books prescribed by the Department are generally so written as to awaken in the learner's mind an acquaintance with the principles of truth, order, and harmony, and a respect for his elders and superiors.

182. *Fees and exemptions.*—As a rule all aided primary schools must charge some fees, however small, though most of them have a number of pupils on the free or reduced fee-list on account of poverty or owing to the keenness of competition in crowded areas in which the *gurus* endeavour to keep a large number of pupils on the rolls, either to earn a few extra rupees in the shape of rewards or to win greater success at the scholarship examinations than would otherwise fall to their lot. The Department interferes but little either in fixing the rates or regulating the percentage of free students to be kept in any primary school. In many rural schools the teacher is paid more in kind in the shape of *sidas* of rice, pulses and vegetables than in cash. There are also customary presents on Saturdays or on the occasion of a festival. These earnings of the *guru* are not always accurately entered in the returns. The following table shows the average annual incidence per scholar of the expenditure from fees in 1891-92 and 1896-97:—

Year.	In Institutions—		
	Under public management.	Aided.	Unaided.
1	2	3	4
1891-92 ...	·62	1·54	1·66
1896-97 ...	·45	1·53	1·53

The above shows a decrease, due probably to the agricultural distress of the last year, which must have reduced the average contribution per scholar to

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a considerable extent. The departmental schools, as observed before, as also most of the Board schools, are kept in exceptionally backward places in which very small fees are raised, and in a time of distress exemptions from paying become common.

183. *Night schools.*—One thousand five hundred and eighty-seven night schools have been returned for 1896-97, about two-fifths of which are situated in two of the districts of the Dacca Division. A few of these schools, especially in towns and large villages, work fairly and are useful; but the inspecting officers have grave doubts as to the trustworthiness of the school registers in most of them, as it is very difficult to say who are the real pupils of these schools and who are not.

184. *School post-offices.*—In concluding this part of the report, which treats of boys' schools for general education, it is desirable that some mention should be made of what are called school post-offices, that is, post-offices with or without money-order and savings bank powers placed under school-masters, who do these additional duties out of school hours, for an extra remuneration varying from Re. 1 to Rs. 10 a month. The utility of the system is doubly manifest: it enables the school-master to eke out his small income without any interference with his school duties, and invests him with additional importance in the eyes of the villagers; it also extends postal facilities at a cheap rate. The introduction of the scheme on a systematic plan dates as far back as 1884, when 112 village post-offices were placed under the charge of school-masters. Inspecting officers of the Education Department were invited to co-operate with the Postal authorities, so as to ensure its success and extend its sphere, and the number of school post-offices went on steadily increasing, to 360 in 1888 and to 432 in 1893, when the Postmaster-General addressed a circular letter to all the supervising officers of his Department, urging the necessity for giving a further extension to the village postal system by starting small post-offices at villages where lower primary or other schools were situated. These rudimentary post-offices, as they may be called, with no money-order or savings bank powers, were to have a small delivery jurisdiction, the school-master fixing his hours of business at any time convenient to himself, and letters being delivered by means of the boys attending the school, with or without a small delivery allowance, as circumstances might require. This simple routine, it was estimated, would not take more than one hour a day; and the remuneration offered was Rs. 2 or Rs. 3 a month, with a rupee or so for delivery allowance when this was necessary—an extra income by no means inconsiderable to a primary school-master, whose total emoluments for school work do not on an average exceed Rs. 60 a year.

The number of school post-offices returned in 1896-97 is 697, against 596 in the preceding year. The following circular issued by the Postmaster General in 1896-97 clearly defines the relations which should exist between the inspecting officers of the two departments:—

"The Educational and Postal Departments are very closely allied. While the progress of the post-office depends on the spread of education, on the other hand, the various facilities which the post-office brings to the door of educated men and women are among the best illustrations of the value of education, and form not the least of incentives to parents to educate their children. The heads of the Education Department have, directly and indirectly, cordially assisted in the development of the post-office. Without their aid such progress as has been made would, in a large measure, have been impossible. This constant and valued co-operation must be reciprocated by all postal officers. Each Superintendent and Inspector is bound to do all in his power to smooth over any little difficulties which may arise in connection with the combination of postal and school duties. There is need of much tact and judgment in dealing with the school teachers themselves, as well as in correspondence and interviews with educational officers of every grade. Care must be taken to subordinate postal duties to educational work, to avoid anything at all like bullying, to be liberal in permitting school teachers, when going on leave, to make their own arrangements as regards their postal *locum tenens*, and to avoid asking for school teachers to be transferred from one place to another for purely postal reasons."

Another matter in which the postal authorities sought the help of educational officers in 1893-94 was the diffusion of the rudiments of postal information among the people by means of the schools. It was pointed out that, owing to insufficient and wrong addresses, thousands of articles found their way into the dead-letter office or were mis-sent, and it was hoped that, if the pupils had

the rules explained to them and were taught how to address letters, much would be done towards removing this evil. District Boards and inspecting officers of the Education Department were requested to co-operate with the postal authorities in this direction.

SUPPLEMENTARY.

[From this portion are excluded European schools and also schools for Indian girls, except where the reverse is expressly stated.]

185. The following table compares the statistics of primary schools for Indian boys for the past two years:—

Upper Primary Schools.

	1895-96.		1896-97.							
			Stipendiary.		Paid by results.		Mixed.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
Under public management—										
Managed by Government ...	10	265	5	123	...	...	5	182	10	305
Ditto by District or Municipal Boards.	11	464	10	390	...	...	1	78	11	468
Under private management—										
Aided by Government or by District or Municipal Boards.	3,700	144,777	1,910	77,119	1,237	48,084	698	30,286	3,845	155,489
Unaided	223	7,564	...	...	...	...	...	...	163	5,840
Total	3,944	153,070	1,925	77,632	1,237	48,084	704	30,546	4,029	162,102

Lower Primary Schools.

Under public management—										
Managed by Government	13	379	6	204	...	...	7	192	13	396
Ditto by District or Municipal Boards.	7	221	7	326	...	...	...	...	7	326
Under private management—										
Aided by Government or by District or Municipal Boards.	33,488	854,776	2,545	73,035	29,177	749,089	1,134	34,904	32,856	857,028
Unaided	13,596	231,980	...	...	...	...	...	...	12,736	223,682
Total	47,054	1,087,356	2,558	73,565	29,177	749,089	1,141	35,096	45,612	1,081,432
Grand Total	50,998	1,240,426	4,533	151,197	30,414	797,173	1,845	65,642	49,641	1,243,534

The loss of schools and gain of pupils have already been fully discussed. The increase of both schools and pupils in upper primary schools is a satisfactory result of the year's operations.

186. The following statement compares, for the past two years, the expenditure incurred by the Department, and by District Boards, on primary education, including charges for schools for boys and girls, for subsidiary and subordinate inspecting agency, for lower primary scholarships, and for contingencies of various kinds:—

	From Provincial revenues.		From District Funds.		Total.	
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Stipendiary schools	1,19,901	1,27,359	1,79,675	1,80,915	2,99,576	3,08,274
Non-stipendiary schools	28,021	26,847	3,87,515	3,69,066	4,15,536	3,95,913
Subordinate inspecting agency	13,559	13,326	89,518	90,572	1,03,077	1,03,898
Lower primary scholarships	2,465	2,873	22,292	23,274	24,757	26,147
Buildings and furniture	5,385	5,723	2,387	1,402	7,772	7,125
Charges for abolished schools	2,792	3,339	8,468	12,588	11,260	15,927
Examinations, prizes and rewards	7,760	4,759	36,633	38,153	44,393	42,912
Stipends to gurus under training	11	174	500	554	511	728
Miscellaneous	9,531	12,996	30,406	21,640	39,937	34,636
Total payments	1,89,425	1,97,396	7,57,394	7,38,164	9,46,819	9,35,560
Add 80 per cent. of the actual charges on account of Sub-Inspectors.	18,749	18,617	1,37,137	1,45,624	1,55,886	1,64,241
Grand Total	2,08,174	2,16,013	8,94,531	8,83,788	11,02,705	10,99,801
Total allotment for primary education, excluding allotments for Sub-Inspectors, in Board areas.	1,93,620	2,01,428	7,83,116	7,53,245†	9,76,736*	9,54,673
Actual saving	4,195	4,032	25,722	15,081	29,917	19,113

* Rupees 1,80,950 is the Boards' allotment for salaries and travelling allowances of Sub-Inspectors.
† Rupees 1,87,325 is the Boards' allotment for Sub-Inspectors.

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The above does not include the expenditure on those primary schools which are aided from the grant-in-aid and circle funds. These will be noticed later on.

The direct expenditure on schools from Provincial and District Funds combined, shows an increase from 74·5 to 75·3 per cent. This is satisfactory, and has been brought about by a circular issued during the year that, in view of the famine, all indirect charges should be kept down as low as possible. This order was generally followed, and I am glad to learn that in two districts (Calcutta and Hazaribagh) the Deputy Inspectors were able to give "grain allowance" during the year to all the stipendiary and non-stipendiary gurus employed under them.

187. In addition to the primary allotments noticed in the foregoing paragraphs, a sum of Rs. 76,603 was spent in subsidising 425 primary schools for boys and girls, chiefly in backward places, from the grant-in-aid fund at the disposal of the Department, and Rs. 6,050 was paid to 74 primary schools which work under the circle school system.

188. The municipal expenditure on primary education for boys and girls (not included in the foregoing tables) slightly declined from Rs. 63,167 to Rs. 63,095. Twelve primary schools were maintained by Municipal Boards, and 1,719 were aided by them during the year, some of the latter having got additional grants from Provincial funds as well.

189. The following table shows, district by district, the amounts expended in stipends and rewards, and the total number of pupils (boys and girls) passing at the different examinations:—

DISTRICT.	Population.	Amount paid in fixed stipends.	Amount paid in advance rewards, finally deducted from the rewards earned at the examination.	Total amount paid in rewards (inclusive of column 4).	Total (of columns 3 and 5).	NUMBER OF PUPILS PASSED IN THE DISTRICT AT THE								REMARKS.
						UPPER PRIMARY SCHOLARSHIP EXAMINATION.		LOWER PRIMARY SCHOLARSHIP EXAMINATION.		STANDARD A.		STANDARD B.		
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Rs.	Rs.	Rs.	Rs.									
Burdwan	1,391,880	7,184	1,009	12,672	19,856	214	...	1,459	2	2,422	12	3,815	92	
Birbhum	797,333	1,201	320	6,898	8,099	172	1	710	1	1,431	15	2,267	66	
Bankura	1,069,668	5,649	290	9,090	14,739	187	...	1,602	30	4,243	125	3,979	181	
Midnapore	2,031,516	7,912	1,297	26,600	34,512	425	...	2,897	24	5,069	47	13,097	546	
Hooghly	1,034,296	4,902	...	9,409	14,311	101	...	921	13	3,281	86	4,249	250	
Howrah	763,625	2,922	...	2,678	5,600	107	...	545	...	1,824	15	2,503	56	
Total for the Burdwan Division.	7,688,818	29,770	2,916	67,347	97,117	1,206	1	8,134	70	18,270	300	29,910	1,191	
24-Parganas	1,892,033	4,138	1,964	23,680	27,818	66	13	1,277	39	5,875	61	6,359	150	
Nadia	1,644,188	3,946	2,653	8,308	12,254	45	...	469	5	778	5	3,043	152	
Murshidabad ...	1,259,946	3,808	1,343	8,212	12,020	61	...	656	15	1,548	7	1,928	19	
Jessore	1,883,327	6,954	144	7,987	14,941	123	...	809	7	2,775	27	5,444	110	
Khulna	1,177,652	6,321	1,158	7,677	13,998	90	...	387	13	1,457	17	2,260	90	
Total for the Presidency Division.	7,853,566	25,167	7,262	55,864	81,031	385	13	3,598	79	12,433	117	19,034	521	
Calcutta	631,560	4,996	216	3,618	8,614	26	151	232	160	258	...	1,306	...	
Rajshahi	1,313,336	4,978	2,639	11,084	16,062	89	...	370	7	1,273	1	1,197	1	
Dinajpur	1,555,835	1,162	...	10,592	11,755	74	...	292	10	1,200	27	2,362	56	
Jalpaiguri	681,352	5,269	761	4,735	10,004	15	...	110	13	533	13	630	35	
Darjeeling	223,314	8,961	...	344	9,305	1	...	7	...	...	...	...	...	
Rangpur	2,065,464	8,357	1,362	15,143	23,500	136	...	694	6	1,876	20	1,855	32	
Bogra	817,494	1,867	588	1,428	3,295	46	...	212	2	2,219	3	2,006	5	
Pabna	1,361,223	3,327	3,805	11,021	14,348	183	2	420	8	1,217	1	1,939	3	
Total for the Rajshahi Division.	8,018,018	33,921	9,155	54,343	88,269	544	2	2,015	46	8,318	65	9,989	132	
Dacca	2,395,602	5,976	...	13,780	19,756	500	3	1,455	67	4,232	170	4,622	232	
Mymensingh	3,472,186	8,336	3,498	12,702	21,038	511	3	1,418	16	3,021	57	4,018*	90*	Excluding pupils passing by standard (C) not recognised by the Department.
Faridpur	1,823,543	7,598	1,995	8,526	16,124	259	2	614	32	2,017	163	3,701*	305*	
Backergunge ...	2,153,965	9,612	...	9,579	19,191	444	5	1,373	170	3,341	264	3,422	366	
Total for the Dacca Division.	9,845,296	31,522	5,493	44,587	76,109	1,714	13	4,860	285	12,611	654	15,773*	995*	
Tippera	1,782,935	8,309	1,286	18,484	26,793	494	3	1,340	22	4,116	141	6,402	331	
Noakhali	1,009,693	5,962	...	9,064	15,026	345	3	985	21	1,700	29	2,668	99	
Chittagong	1,290,167	8,347	1,391	11,608	19,955	428	4	940	19	4,777	56	4,098	143	
Chittagong Hill Tracts	107,286	4,554	...	137	4,691	1	...	15	...	3	...	14	...	
Total for the Chittagong Division.	4,190,081	27,172	2,677	39,293	66,465	1,268	10	3,280	62	10,596	226	13,182	623	

DISTRICT.	Population.	Amount paid in fixed stipends.	Amount paid in advance rewards, finally deducted from the rewards earned at the examination.	Total amount paid in rewards (inclusive of column 4).	Total (of columns 3 and 5).	NUMBER OF PUPILS PASSED IN THE DISTRICT AT THE								REMARKS.
						UPPER PRIMARY SCHOLARSHIP EXAMINATION.		LOWER PRIMARY SCHOLARSHIP EXAMINATION.		STANDARD A.		STANDARD B.		
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Rs.	Rs.	Rs.	Rs.									
Patna	1,769,004	2,919	...	13,256	16,175	32	2	2,065	3	5,719	...	6,205	...	
Gaya	2,138,331	7,835	1,118	10,798	18,633	53	...	1,103	...	2,092	116	2,615	350	
Shahabad	2,063,337	4,126	496	7,471	11,599	68	...	754	12	3,328	52	3,843	62	
Saran	2,466,065	2,612	...	13,576	16,188	20	...	253	...	1,190	...	1,525	...	
Champaran	1,859,465	2,324	1,108	5,343	7,667	33	...	587	...	2,307	25	2,595	52	
Muzaffarpur ...	2,712,857	4,215	491	9,780	13,995	41	...	1,353	13	2,481	...	3,496	5	
Darbhanga	2,801,955	3,215	1,302	15,897	19,112	34	...	1,481	2	4,128	87	4,708	139	
Total for the Patna Division.	15,811,014	27,248	4,515	76,121	1,03,369	281	2	7,596	30	21,245	280	24,987	608	
Monghyr	2,036,021	6,813	698	8,878	15,691	71	2	1,389	71	1,580	9	2,131	12	
Bhagalpur	2,032,696	5,002	...	8,150	13,152	62	4	784	15	1,878	35	2,482	105	
Purnea	1,944,658	3,876	48	11,534	15,410	20	...	697	5	1,736	9	2,694	31	
Malda	814,919	4,373	85	4,845	9,218	55	...	569	6	865	14	999	27	
Sonthal Parganas ...	1,754,196	6,480	234	8,573	15,053	115	11	1,090	68	1,494	37	1,635	61	
Total for the Bhagalpur Division.	8,582,490	26,544	1,065	41,980	68,524	323	17	4,529	165	7,553	104	9,941	236	
Cuttack	1,937,671	6,572	...	15,006	21,578	59	6	702	37	5,061	119	5,833	276	
Balasore	934,625	6,187	...	6,990	13,177	55	7	301	15	1,102	19	1,509	74	
Angul	170,058	4,164	...	724	4,888	24	...	94	3	75	4	598	47	
Puri	944,998	4,390	...	5,747	10,137	39	...	865	15	1,399	58	2,356	124	
Total for the Orissa Division.	4,047,352	21,313	...	28,467	49,780	177	13	1,962	72	7,637	200	10,386	521	
Orissa Tributary States	4,696,710	...	...	...	...	58	2	240	8	431	4	3,030	119	
Total for the Division	...	...	...	...	...	58	2	240	8	431	4	3,030	119	
Hazaribagh	1,164,321	14,443	...	1,564	16,007	10	...	168	4	275	..	643	35	
Lohardaga	1,128,885	11,036	...	3,181	14,217	17	6	192	22	634	50	1,592	84	
Palamau	596,770	8,655	...	561	9,216	19	...	180	2	...	...	...	...	
Manbhum	1,193,328	13,818	...	2,097	15,915	15	...	216	5	872	1	2,229	14	
Singhbhum	545,488	10,432	...	86	10,518	16	1	97	5	...	...	...	...	
Total for the Chota Nagpur Division.	4,628,792	58,384	...	7,489	65,873	77	7	853	38	1,781	51	4,464	133	
GRAND TOTAL ...	73,043,697	2,86,037	33,299	4,19,114	7,05,151 (c)	6,059	231	37,296 (a)	1,018 (b)	1,01,133	2,001	1,44,145	5,786	
GRAND TOTAL FOR 1895-96.	73,043,697	2,80,050	40,465	4,40,713	7,20,763	5,400	199	30,073	914	94,782	1,705	1,43,993	7,576	

(a) Inclusive of 5 boys from girls' schools and 10,308 boys from secondary and Upper Primary Schools.
(b) Inclusive of 18 girls' from boys secondary and Upper Primary Schools and of 106 girls from boys lower primary schools.
(c) Inclusive of Rs. 677 on account of abolished schools in the Presidency Division, Rs. 257 paid as rewards to gurus for passing at upper and lower primary examination in the Patna Division and Rs. 30 in the Rajshahi Division not explained in the report. These sums ought not to have been included in the above table.

The cost from Provincial revenues and district funds together was Rs. 46-9 per school and Re. 1-8 per pupil in the stipendiaries and Rs. 12-10 per school and 8 annas per pupil in the non-stipendiaries, against Rs. 45-12 and Re. 1-7 in the former and Rs. 13-4 and 9 annas in the latter, respectively, in the preceding year.

190. The apportionment of the primary grant between upper and lower primary schools and their cost to Provincial and district funds together are shown in the following table, district by district:—

DISTRICT.	Allotment.	Proportionate allotment for each 1,000 children of school-going age.	EXPENDITURE ON PRIMARY SCHOOLS.		NUMBER OF PRIMARY SCHOOLS AIDED FROM PRIMARY GRANT.		PUPILS IN PRIMARY FUND SCHOOLS.		COST PER SCHOOL IN RUPEES.		COST PER PUPIL IN ANNAS.	
			Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Upper primary.	Lower primary.	Upper primary schools.	Lower primary schools.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.								
Burdwan	33,135	159	7,690	12,421	172	886	6,702	24,678	45	14	18	8
Birbhum	15,406	128	2,539	5,623	58	635	3,342	14,850	29	9	12	6
Bankura	24,068	179	5,055	10,078	138	936	4,010	27,603	36	11	20	6
Midnapore	49,854	126	6,968	27,750	213	3,320	7,933	87,227	32·6	7·1	14	5
Hooghly	26,152	162	4,362	10,164	105	980	4,219	27,475	41	10	16	6
Howrah	10,176	71	3,381	2,262	67	264	3,217	10,962	50	8	17	3
Total for the Burdwan Division.	1,58,791	825	(a) 29,995	68,298	(a) 783	(b) 7,571	(a) 29,423	(b) 1,92,795	38·3	9	16	5·6
24-Parganas	43,083	151·3	4,106	23,977	86	1,133	3,937	41,713	47·7	21·1	16·6	9·2
Nadia	21,278	86·2	3,199	9,055	65	574	2,794	15,706	49·21	15·77	18·31	9·23
Murshidabad	17,298	92·1	2,474	9,912	45	551	2,090	15,838	55	18	17	10
Jessore	25,196	88·2	5,687	9,517	129	888	5,745	25,661	44·0	10·6	15·8	5·9
Khulna	21,627	122·4	3,608	10,470	80	696	2,935	19,011	45·1	15·03	19·6	8·8
Total for the Presidency Division.	1,28,481	109	19,074	62,931	405	3,842	17,501	1,17,929	47·7	16·4	17·4	8·5

(a) Excluding 2 upper primary schools of Khasmahal grant with 185 pupils.
(b) Excluding 185 lower primer schools of Khasmahal grant with 4,729 pupils.

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District.	Allotment.	Proportionate allotment for each 1,000 children of school-going age.	Expenditure on primary schools.		Number of primary schools aided from primary grant.		Pupils in primary fund schools.		Cost per school in rupees.		Cost per pupil in annas.	
			Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Upper primary.	Lower primary.	Upper primary schools.	Lower primary schools.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.								
Calcutta	11,000	130	(a)1,689	(b)7,026	16	175	1,093	7,683	105·5	40·1	24·7	14·6
Rajshahi	20,533	104	4,267	12,029	60	386	2,328	11,523	71	31	29	16·6
Dinajpur	25,287	108	3,394	9,011	86	534	2,774	13,260	39·5	16·8	19·6	10·8
Jalpaiguri	15,321	150	2,507	8,010	46	319	1,347	6,421	54·5	25·1	29·8	18·5
Darjeeling	10,785	322	518	2,074	4	91	103	2,446	129·5	99·7	80·7	59·0
Rangpur	35,410	114	5,978	17,727	93	670	3,098	17,470	64·0	26·4	31·0	16·0
Bogra	10,218	83	1,500	1,840	45	272	2,142	8,424	33·3	6·7	11·2	3·4
Pabna	20,596	101	5,293	9,632	92	387	3,834	10,501	57·5	24·9	22·1	14·6
Total for the Rajshahi Division.	1,38,150	115	23,457	67,323	426	2,659	15,626	70,545	55	25·4	24	15·3
Dacca	34,681	95	7,391	12,531	724	863	8,349	24,413	33	14·5	14·1	8·2
Mymensingh	42,637	65	8,000	13,445	229	1,239	7,749	26,016	35	11	10	8
Faridpur	29,546	104	6,741	9,688	190	855	6,968	20,042	35	11	15	7
Backergunge	37,187	115	7,139	12,291	179	1,024	6,393	26,492	39·8	12	17	7
Total for the Dacca Division.	1,44,051	192	29,271	47,955	(c) 819	(c) 3,980	(c) 29,382	(c)96,935	35	12	15	7
Tippera	39,693	148·4	8,980	17,955	199	1,400	7,658	34,620	45·1	12·8	18·7	8·3
Noakhali	27,010	178·3	5,275	9,899	122	604	4,932	17,046	43·2	16·3	17·1	9·2
Chittagong	30,061	155·3	7,326	13,125	121	819	6,242	26,840	60·5	16	18·7	7·8
Chittagong Hill Tracts ...	6,840	425	641	4,530	3	54	85	901	213·6	83·8	120·6	80·4
Total for the Chittagong Division.	1,03,604	164	22,222	45,509	445	2,877	18,917	79,407	49·9	15·8	18·7	9·1
Patna	27,323	102·9	2,380	13,913	21	1,020	1,148	24,268	113.3	13·6	33·2	9·2
Gaya	32,171	100·2	4,936	13,837	35	877	1,916	19,496	141·0	15·7	41·2	[illegible]
Shahabad	21,404	69·2	2,708	9,368	36	542	1,574	15,428	75·2	17·2	27·5	[illegible]
Saran	24,013	64·9	2,547	17,621	22	417	1,197	12,132	115·8	42·3	34·0	23·2
Champaran	13,076	46·8	1,829	5,929	20	459	790	11,102	91·4	12·9	37·0	8·9
Muzaffarpur	26,743	65·7	2,415	12,030	25	626	1,162	15,678	96·6	19·2	33·2	12·2
Darbhanga	31,720	75·4	2,674	18,600	22	660	1,121	18,818	121·5	28·2	38·1	15·8
Total for the Patna Division.	1,76,450	74	19,489	91,298	181	4,601	8,908	1,16,922	107·6	19·8	35·0	12·4
Monghyr	24,024	78·6	2,805	12,964	28	734	1,490	16,627	100·1	17·6	30	12·4
Bhagalpur	25,288	82·9	3,289	10,200	26	513	1,440	12,301	126·5	19·9	36·5	13·2
Purnea	26,040	75·2	2,844	12,718	33	621	1,257	13,869	86·1	20·4	36·2	14·6
Malda	14,839	121	4,617	4,861	62	206	2,998	6,078	74·5	23·5	24·9	12·7
Sonthal Parganas	25,072	116	4,869	10,937	91	465	3,318	9,877	53	23	23	17
Total for the Bhagalpur Division.	1,15,213	90	(a)18,424	(b)51,680	240	2,538	10,509	58,752	76·7	20·3	28·0	14·0
Cuttack	35,293	121·4	6,302	15,873	108	1,897	4,469	32,116	58·3	8·3	22·5	7·9
Balasore	24,740	165·8	5,044	8,672	69	796	2,671	14,605	73·1	10·8	30·2	9·5
Angul	7,548	295·9	906	4,105	10	132	310	2,337	90·6	31	46·7	28·1
Puri	17,698	124·8	3,723	6,696	58	784	2,012	10,994	64·1	8·5	29·6	9·7
Total for the Orissa Division.	85,279	140·	15,975	35,346	245	3,609	9,462	60,052	65·2	9·7	27	9·4
Hazaribagh	19,979	114·4	1,693	15,103	27	438	1,134	12,120	62·7	34·4	23·9	19·9
Lohardaga	19,263	114	1,223	14,738	20	606	654	14,017	61·1	24·3	30	16·8
Palamau	10,780	120·4	1,203	8,203	18	234	785	5,286	82·5	35·0	30·2	24·8
Manbhum	18,000	100	3,001	14,001	34	554	1,541	13,801	88·7	25·3	31·3	16·2
Singbhum	12,957	158·3	2,560	8,297	32	225	1,845	8,392	80	36·8	22·2	15·8
Total for the Chota Nagpur Division.	80,979	116	9,979	60,342	131	2,057	5,959	53,616	76·1	29·3	26·7	18·
Grand Total ...	11,41,998	104·4	1,89,575	5,37,708	3,691	33,909	146,780	854,636	51·3	15·8	20·6	10·9
Grand Total for 1895-96	11,57,636	105·6	1,78,655	5,42,135	3,500	34,550	134,774	852,447	51	15·7	22·2	10·2

(a) Excluding 2 upper primary schools of Khasmahal grant with 185 pupils.
(b) Excluding 185 lower primary schools of Khasmahal grant with 4,729 pupils.
(c) Includes 12 upper primary schools with 430 pupils and 35 lower primary schools with 944 pupils in khas mahal estates, aided both from the Primary fund and Board fund.

The above shows a slight increase in the cost for both the classes of schools, and a slight decrease in the cost per pupil. This is in keeping with the decrease in the number of schools in receipt of aid and increase in attendance noticed before. The increased attendance has also added to the fee-income of the teachers to some extent.

As noticed in previous reports, the totals of columns 4 and 5 fall short of the amount shown in column 2, because the latter includes the budget grant for the salaries and travelling allowances of Sub-Inspectors, and also such indirect charges as the cost of inspecting pandits, money-order commission, and so on. The table includes those schools only that received payments from the primary grants, and therefore the number of schools in columns 6 and 7 is less than that shown in the first table appended to this section of the report.

191. The following table shows the number of pupils in each district in the different stages of primary instruction, and compares the position of the districts with reference to the progress made in this respect. The "merit marks" have been found, as before, by assigning values of 5, 3, and 1, respectively, to each pupil in the three different stages of instruction, these figures roughly representing the number of years required for reaching the different stages:—

District.	Population of school-going age.			Pupils in upper primary stage as in Education General Table V.			Pupils in Lower Primary stage.						Total.			Merit-marks.			Percentage of pupils to population of school-going age.			Percentage of merit-marks to population of school-going age.		
							Reading printed books, as in Education General Table V.			Not reading printed books, as in Education General Table V.														
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Burdwan	102,430	106,351	208,781	3,901	25	3,926	30,480	1,367	31,847	6,689	575	7,264	41,070	1,967	43,037	117,634	4,801	122,435	40·0	1·8	20·6	114·8	4·5	58·5
Birbhum	58,445	61,229	119,674	1,883	24	1,907	15,167	608	15,775	5,848	534	6,382	22,898	1,166	24,064	60,884	2,478	63,362	39·1	1·8	20·1	104·1	4·01	52·9
Bankura	78,891	81,559	160,450	2,565	26	2,591	29,171	3,365	32,536	3,602	649	4,251	35,338	4,040	39,378	103,940	10,874	114,814	44·7	4·9	24·5	131·7	13·3	71·5
Midnapore	196,215	198,512	394,727	3,795	45	3,840	75,806	3,449	79,255	32,221	3,005	35,226	111,822	6,499	118,321	278,614	13,577	292,191	56·9	3·2	29·9	141·9	6·8	74·0
Hooghly	76,377	78,766	155,143	3,095	70	3,165	28,289	2,098	30,387	8,028	945	8,973	39,412	3,113	42,525	108,370	7,589	115,959	49·6	3·7	26·3	136·5	9·2	71·8
Howrah	57,726	56,817	114,543	2,179	73	2,252	19,054	1,013	20,067	7,578	391	7,969	28,811	1,477	30,288	75,635	3,795	79,430	53·1	2·6	28·1	131·0	6·6	69·3
Total for the Burdwan Division.	570,087	583,235	1,153,322	17,418	263	17,681	197,967	11,900	209,867	63,966	6,099	70,065	279,351	18,262	297,613	745,077	43,114	788,191	49·0	3·1	25·8	130·6	7·3	68·3
24-Parganas	148,392	135,413	283,805	3,513	130	3,643	44,363	3,183	47,546	15,289	1,761	17,050	63,215	5,074	68,289	166,193	11,960	178,153	42·6	3·7	24·6	111·9	8·9	62·7
Nadia	120,322	126,294	246,616	2,360	10	2,370	19,457	1,597	21,054	5,768	1,311	7,079	27,585	2,918	30,503	75,939	6,152	82,091	22·92	2·3	12·3	63·1	4·8	33·3
Murshidabad	90,849	96,792	187,641	1,872	14	1,886	17,871	908	18,779	3,819	416	4,235	23,562	1,338	24,900	66,792	3,210	70,002	25·9	1·3	13·2	73·5	3·3	37·
Jessore	141,200	142,124	283,324	2,368	11	2,379	28,395	1,939	30,334	6,862	946	7,808	37,625	2,896	40,521	103,887	6,818	110,705	26·6	2·	14·3	73·5	4·8	39·4
Khulna	92,697	83,951	176,647	2,084	17	2,101	19,275	1,487	20,762	5,493	688	6,181	26,852	2,192	29,044	73,738	5,234	78,972	29·	2·6	16·4	80·	6·	45·
Total for the Presidency Division.	593,460	584,574	1,178,034	12,247	182	12,429	129,361	9,114	138,475	37,231	5,122	42,353	178,839	14,418	193,257	486,549	33,374	519,923	30·1	2·4	16·4	81·9	5·7	44·1
Calcutta	49,000	35,000	84,000	4,831	289	5,120	11,234	4,122	15,356	2,521	2,028	4,549	18,586	6,439	25,025	60,378	15,839	76,217	37·9	18·4	29·7	123·2	45·2	90·7
Rajshahi	98,150	98,849	196,999	899	16	915	14,286	711	14,997	2,309	286	2,595	17,494	1,013	18,507	49,662	2,499	52,161	17·8	1·02	9·3	50·5	2·5	26·4
Dinajpur	121,807	111,568	233,375	683	...	683	20,462	704	21,166	233	49	282	21,378	753	22,131	65,034	2,161	67,195	17·5	·6	9·4	53·3	1·9	28·7
Jalpaiguri	54,698	47,503	102,201	399	4	403	8,876	528	9,404	191	21	212	9,466	553	10,019	28,814	1,625	30,439	17·3	1·1	9·8	52·6	3·4	29·7
Darjeeling	18,436	15,040	33,476	372	12	384	1,407	189	1,596	952	265	1,217	2,731	466	3,197	7,033	892	7,925	14·8	3·0	9·5	38·1	5·9	23·6
Rangpur	159,271	150,547	309,818	1,215	7	1,222	21,319	844	22,163	2,068	225	2,293	24,602	1,076	25,678	72,100	2,792	74,892	15·5	·7	8·2	45·2	1·8	24·1
Bogra	62,837	59,786	122,623	867	...	867	11,053	302	11,360	2,195	160	2,355	14,120	462	14,582	39,704	1,066	40,770	22·4	·7	11·8	63·1	1·8	33·2
Pabna	101,587	102,595	204,182	1,804	3	1,807	13,390	487	13,877	2,209	372	2,581	17,403	862	18,265	51,399	1,848	53,247	17·1	·8	8·9	50·5	1·8	26·0
Total for the Rajshahi Division.	616,810	585,892	1,202,702	6,239	42	6,281	90,798	3,765	94,563	10,157	1,378	11,535	107,194	5,185	112,379	313,746	12,883	326,629	17·3	·8	9·3	50·8	2·2	27·1
Dacca	178,176	181,165	359,341	4,481	38	4,519	37,608	2,263	39,871	6,518	1,108	7,626	48,607	3,409	52,016	141,747	8,087	149,834	27·2	1·9	14·5	79·5	4·4	41·6
Mymensingh	268,292	252,535	520,827	3,983	20	4,003	45,327	2,524	47,851	5,821	915	6,736	55,131	3,459	58,590	161,717	8,587	170,304	20·5	1·3	11·2	60·2	3·4	32·6
Faridpur	135,974	137,557	273,531	2,250	88	2,338	25,018	2,932	27,950	6,860	1,794	8,654	34,128	4,814	38,942	93,164	11,030	104,194	25·1	3·5	14·2	68·5	8·0	38·1
Backergunge	165,666	157,428	323,094	3,082	59	3,141	43,829	2,888	46,717	20,787	2,386	23,173	67,698	5,333	73,031	167,684	11,345	179,029	40·8	3·3	22·6	101·2	7·2	55·4
Total for the Dacca Division	748,108	728,685	1,476,793	13,796	205	14,001	151,782	10,607	162,389	39,986	6,203	46,189	205,564	17,015	222,579	564,312	39,049	603,361	27·4	2·3	15·0	75·4	5·3	40·8
Tippera	136,770	130,670	267,446	2,937	9	2,946	37,366	2,990	40,356	8,733	2,207	10,940	49,036	5,206	54,242	135,516	11,222	146,738	35·8	3·9	20·2	98·9	8·5	54·8
Noakhali	76,309	75,144	151,453	1,839	6	1,845	23,470	1,128	24,598	7,058	1,271	8,329	32,367	2,405	35,772	86,663	4,685	91,348	42·4	3·2	23·6	113·5	6·2	60·3
Chittagong	92,380	101,145	193,525	2,543	8	2,551	35,048	2,997	38,045	2,229	865	3,094	39,820	3,870	43,690	120,088	9,896	129,984	43·1	3·8	22·5	129·9	9·7	67·1
Chittagong Hill Tracts ...	8,935	7,158	16,093	25	1	26	1,007	69	1,076	28	...	28	1,060	70	1,130	3,174	212	3,386	11·8	·9	7·0	35·5	2·9	21·0
Total for the Chittagong Division.	314,394	314,118	628,512	7,344	24	7,368	96,891	7,184	104,075	18,048	4,343	22,391	122,283	11,551	133,834	345,441	26,015	371,456	38·9	3·6	21·2	109·8	8·2	59·1

Patna	129,859	135,491	265,350	1,251	5	1,256	22,746	937	23,683	12,623	786	13,409	36,620	1,728	38,348	87,116	3,622	90,738	28·2	1·3	14·5	67·08	2·7	34·2
Gaya	156,751	163,998	320,749	956	1	957	13,473	1,155	14,628	8,671	712	9,383	23,100	1,868	24,968	53,870	4,182	58,052	14·7	1·1	7·7	34·3	2·5	18·
Shahabad	148,520	160,880	309,400	933	...	933	10,876	216	11,092	8,234	260	8,494	20,043	476	20,519	45,527	908	46,435	13·47	·29	6·6	30·6	·56	14·99
Saran	169,991	199,918	369,909	737	...	737	10,279	294	10,573	7,481	753	8,234	18,497	1,047	19,544	42,003	1,635	43,638	10·8	·5	5·3	24·6	·8	11·8
Champaran	140,420	138,499	278,919	404	...	404	7,937	154	8,091	6,894	211	7,105	15,235	365	15,600	32,725	673	33,398	10·8	·26	5·59	23·3	·48	11·97
Muzaffarpur	195,904	211,024	406,928	832	...	832	13,221	534	13,755	9,517	741	10,258	23,570	1,275	24,845	53,340	2,343	55,683	12·	·6	6·1	27·2	1·1	13·7
Darbhanga	205,647	214,645	420,292	532	...	532	18,284	428	18,712	6,727	464	7,191	25,543	892	26,435	64,239	1,748	65,987	12·4	·4	6·2	31·2	·81	15·7
Total for the Patna Division	1,147,194	1,224,459	2,371,653	5,645	6	5,651	96,816	3,718	100,534	60,147	3,927	64,074	162,608	7,651	170,259	378,820	15,111	393,931	14·1	·6	7·1	33·01	1·2	16·8
Monghyr	148,060	157,342	305,402	824	5	829	13,073	1,411	14,484	9,813	1,763	11,576	23,710	3,179	26,889	53,152	6,021	59,178	16·01	2·02	8·8	35·9	3·8	19·3
Bhagalpur	150,730	154,175	304,905	837	9	846	11,422	518	11,940	6,539	726	7,265	18,798	1,253	20,051	44,990	2,325	47,315	12·4	·8	6·5	29·8	1·5	15·5
Purnea	149,024	142,674	291,698	533	...	533	10,427	426	10,853	7,125	389	7,514	18,085	815	18,900	41,071	1,667	42,738	12·1	·57	6·4	27·5	1·16	14·6
Malda	59,987	62,259	122,237	1,195	3	1,198	8,084	295	8,379	3,285	359	3,644	12,564	657	13,221	33,512	1,259	34,771	20·9	·1	10·8	55·9	2	28·4
Sonthal Parganas	130,585	132,544	263,129	1,009	89	1,098	14,401	646	15,047	3,449	244	3,693	18,859	979	19,838	51,697	2,627	54,324	14·4	·7	7·5	39·6	1·9	20·6
Total for the Bhagalpur Division.	638,387	648,985	1,287,372	4,398	106	4,504	57,407	3,296	60,703	30,211	3,481	33,692	92,016	6,883	98,899	224,422	13,899	238,321	14·4	1·08	7·6	35·1	2·1	18·5
Cuttack	141,083	149,567	290,650	1,274	40	1,314	31,419	1,487	32,906	18,413	1,743	20,156	51,106	3,270	54,376	119,040	6,404	125,444	36·2	2·1	18·7	84·3	4·2	43·1
Balasore	72,245	76,948	149,193	768	26	794	16,717	1,016	17,733	12,309	991	13,300	29,794	2,033	31,827	66,300	4,169	70,469	41·2	2·6	21·3	91·7	5·4	47·2
Angul	12,865	12,643	25,508	130	3	133	1,687	109	1,796	914	114	1,028	2,731	226	2,957	6,625	456	7,081	21·2	1·7	11·5	51·4	3·6	27·7
Puri	71,179	70,570	141,749	751	10	761	13,192	861	14,053	3,418	277	3,695	17,361	1,148	18,509	46,749	2,910	49,659	24·3	1·6	13·05	65·6	4·1	35·03
Total for the Orissa Division	297,373	309,728	607,101	2,923	79	3,002	63,015	3,473	66,488	35,054	3,125	38,179	100,992	6,677	107,669	238,714	13,939	252,653	33·9	2·1	17·7	80·2	4·5	41·6
Mohurbhanj	39,882	39,953·7	79,835·7	122	2	124	2,142	69	2,211	1,790	104	1,894	4,054	175	4,229	8,826	321	9,147	10·1	·4	5·2	22·1	·8	11·4
Dhenkanal	17,808·7	17,934	35,742·7	119	7	126	2,774	88	2,862	506	43	549	3,399	138	3,537	9,423	342	9,765	19·9	·7	10·2	52·9	1·8	27·1
Keonjhar and Nilgiri ...	22,941·7	22.703	45,644·7	104	...	104	933	62	995	1,907	96	2,003	2,944	158	3,102	5,226	282	5,508	12·8	·6	6·7	22·7	1·2	12·06
South Mahanadi circle ...	26,869·7	26,591·8	53,461·5	146	2	148	1,295	38	1,333	1,261	26	1,287	2,702	66	2,768	5,876	150	6,026	10·5	·2	5·1	21·8	·5	11·2
North ditto ...	19,915·1	19,906·1	39,821·2	94	...	94	929	22	951	1,261	43	1,304	2,284	65	2,349	4,518	109	4,627	11·4	·3	5·8	22·6	·5	11·6
Total for the Orissa Tributary Mahals.	127,417	127,089	254,506	585	11	596	8,073	279	8,352	6,725	312	7,037	15,383	602	15,985	33,869	1,204	35,073	12·0	·4	6·2	26·5	·9	13·7
Hazaribagh	85,044	89,603	174,647	695	13	708	5,826	489	6,315	7,146	1,178	8,324	13,667	1,680	15,347	28,099	2,710	30,809	16·1	1·9	8·6	33	1·8	17·9
Lohardaga	82,780	86,551	169,331	511	28	539	9,267	983	10,250	7,211	1,465	8,676	16,989	2,476	19,465	37,567	4,554	42,121	20·5	2·9	·5	45·4	5·3	24·9
Palamau	44,148	45,367	89,515	202	...	202	3,034	244	3,278	3,392	326	3,718	6,628	570	7,198	15,504	1,058	14,562	15	1·2	11	30·5	2·3	16·2
Manbhum	88,979	90,019	178,998	584	4	588	11,368	470	11,838	4,746	415	5,161	16,698	889	17,587	41,770	1,845	43,615	18·7	·9	9·8	46·9	2	24·3
Singhbhum	40,712	41,110	81,822	500	15	515	7,565	347	7,912	4,487	540	5,027	12,552	902	13,454	29,682	1,656	31,338	30·8	2·1	16·4	72·9	4·2	38·3
Total for the Chota Nagpur Division.	341,665	352 652	694,317	2,492	60	2,552	37,060	2,533	39,593	26,982	3,924	30,906	66,534	6,517	73,051	150,622	11,823	162,445	19·5	1·8	10·5	44·1	3·3	23·4
GRAND TOTAL FOR 1896-97...	5,461,912	5,494,642	10,956,554	77,918	1,267	79,185	940,404	59,991	1,000,395	331,028	39,942	370,970	1,422,208	101,670	1,523,878	3,541,950	226,250	3,768,200	26·0*	1·8	13·9	65·0	4·1	34·4
GRAND TOTAL FOR 1895-96...	5,461,912	5,494,642	10,956,554	74,648	1,291	75,939	919,868	58,976	1978,844	348,088	40,189	388,277	1,342,604	100,456	1,443,060	3,480,932	223,572	3,704,504	24·6	1·8	13·2	63·7	4·1	33·8

* Exclusive of European schools.

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The percentage of pupils under instruction in the primary stages in primary and secondary schools, has risen from 13 2 to 13·9. The percentage of merit marks also to the population of school-going age shows a corresponding increase. Calcutta, as usual, shows the highest progress, and next to it stands in order Midnapore, Hooghly, Bankura, Howrah, Chittagong, and Noakhali. Speaking generally, the effects of comparison by this standard do not materially differ from those arrived at in a similar table in the General Summary, in which the educational progress of the different districts has been compared in reference to the ratio of the total boys at school to the boys of school-going age.

192. UPPER PRIMARY SCHOOLS.—The following statement shows the statistics of attendance and expenditure in upper primary schools for Indian boys during the year :—

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March 1897.	Average number on the rolls monthly.	Average daily attendance.	EXPENDITURE— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	TOTAL.
1	2	3	4	5	6	7	8	9	10	11
Upper Primary Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	10	305	271	190	1,682	...	...	...	...	1,682
Ditto by District or Municipal Boards	11	468	420	300	...	711	1,133	215	8	2,072
Aided by Government or by District or Municipal Boards ...	3,845	155,489	144,480	115,108	41,080	1,48,315	15,643	2,37,432	63,688	5,06,158
Unaided	163	5,840	5,233	4,052	...	...	...	7,624	8,165	15,789
Total ...	4,029	162,102	150,404	119,650	42,762	1,49,026	16,781	2,45,271	71,861	5,25,701
Total for 1895-96 ...	3,944	153,070	143,355	112,290	41,582	1,45,691	16,496	2,31,788	76,492	5,12,056

The expenditure has increased from public funds by Rs. 4,800 or 2·3 per cent., and from private sources by Rs. 8,845 or 2·9 per cent., the rise in the total being Rs. 13,645 or 2·7 per cent. The average earnings of upper primary schools, aided and unaided taken together, rose from Rs. 129·5 to Rs. 130·4, of which Rs. 51·7 was paid from public sources and Rs. 78 7 from private sources, against Rs. 49 and Rs. 80·5 respectively in the preceding year.

193. *Upper Primary Scholarship Examination* —The results of the upper primary scholarship examination for Indian boys, so far as candidates from upper primary schools (including private students) are concerned, are shown below for each division:—

DIVISIONS.	NUMBER OF INSTITUTIONS SENDING CANDIDATES. Institutions under public management. Competing schools.	Institutions under public management. Successful schools.	Aided institutions. Competing schools.	Aided institutions. Successful schools.	Other institutions. Competing schools.	Other institutions. Successful schools.	Total. Competing schools.	Total. Successful schools.	NUMBER OF CANDIDATES. Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	NUMBER PASSED FROM Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	RACE OR CREED OF PASSED SCHOLARS. Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Burdwan	...	...	642	527	44	37	686	564	...	1,475	111	13	1,599	...	930	68	6	1,004	...	...	947	...	53	...	4	...
Presidency	...	...	274	185	4	1	278	186	...	555	5	43	603	...	295	1	24	320	...	...	268	...	52	...	...	...
Calcutta	...	...	18	14	...	...	18	14	...	39	...	...	39	...	24	...	...	24	...	...	22	...	2	...	...	...
Rajshahi	...	...	257	156	2	...	259	156	...	584	4	14	602	...	273	...	5	278	...	...	131	...	147	...	...	...
Dacca	...	...	491	402	12	7	503	409	...	1,209	21	7	1,237	...	763	12	4	779	...	5	583	...	191	...	...	...
Chittagong	...	...	304	273	2	1	306	274	...	906	4	...	910	...	635	1	...	636	...	...	386	...	240	...	...	10
Patna	1	1	170	124	1	1	172	126	4	388 (b)	2	32	426 (b)	2	206 (b)	2	12	222	...	...	216	...	6	... (b)	... (b)	...
Bhagalpur	1	1	177	128	...	...	178	129	3	452	...	65	520	3	263	...	24	290 (c)	...	2	238	...	36	4	10	...
Orissa	12	7	150	106	...	...	162	113	24	287	...	6	317	15	150	...	3	168	...	2	160	...	3	...	3	...
Orissa Tributary Mahals.	...	...	...	...	34	31	34	31	...	...	65	3	68	...	...	42	1	43	...	...	38	...	1	...	4	...
Chota Nagpur ...	...	...	86	35	...	...	86	35	...	180	...	17	197	...	55	...	5	60	...	...	51	...	2	...	7	...
Total for 1896-97 ...	14	9	2,569	1,950	99	78	2,682	2,037	31	6,075	212	200	6,518	20	3,594	126	84	3,824a	...	9	3,040	...	733	4	28	10
Total for 1895-96 ...	13	11	2,511	1,860	113	71	2,637	1,942	18	5,759	240	145	6,162	14	3,250	119	83	3,466	...	6	2,786	...	638	12	19	5

(a) Includes 4 girls in Chittagong and 5 girls in Bhagalpur.
(b) All Sonthals.
(c) Excludes 4 boys from girls' upper primary schools, and 2,240 boys from schools other than upper primaries for boys schools.

The number of schools which presented candidates to this examination rose by 45 or 1·7 per cent., and the number of successful schools by 95 or 5 per cent. Similarly, the number of candidates increased by 356 or 5·7 per cent., and the number passed by 358 or 10·3 per cent. If a comparison of this kind be regarded as a criterion of progress, the results may be considered satisfactory. The percentage of success has advanced from 56·2 to 58·7. The increase in the number of successful candidates has been shared in by pupils of every race except aboriginal Christians.

194. Lower Primary Schools.—The following table shows the attendance and expenditure in lower primary schools for Indian boys during the year:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1897.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Lower Primary Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	13	396	360	208	1,021	...	...	...	...	1,021
Ditto by District and Municipal Boards	7	326	283	218	...	249	343	389	...	981
Aided by Government or by District or Municipal Boards ...	32,356	857,028	785,464	640,557	1,17,027	3,62,670	36,344	11,78,301	2,63,270	19,57,612
Unaided	12,736	223,682	198,469	165,737	...	...	...	304,810	86,471	391,281
Total ..	45,612	1,081,432	984,576	806,720	1,18,048	3,62,919	36,687	14,83,500	3,49,741	23,50,895
Total for 1895-96 ...	47,054	1,087,356	988,970	810,644	1,15,444	386,696	36,123	15,08,802	3,71,566	24,18,631

As in preceding years, the departmental schools are situated in the Khondmal subdivision of the Angul district, a tract so backward that fees cannot be levied from the pupils.

As observed in my last report, the loss of a small number of aided schools probably indicates greater strictness in the selection of schools for payment of public money; the disappearance of a number of the unaided ones is most likely due to the famine and scarcity. The average strength of a lower primary rose from 23·1 in 1895-96 to 23·8 in 1896-97.

The total expenditure is less by Rs. 67,736 or 2·8 per cent., the contributions from the Provincial and Municipal funds increased, which, however, has been more than counterbalanced by a falling off of support from district funds, fees, and other sources.

195. The following statement compares the number and strength of lower primary schools, division by division, for the past two years:—

Divisions.	1895-96. Schools.	1895-96. Pupils.	1896-97. Schools.	1896-97. Pupils.	Increase of schools.	Decrease of schools.
Burdwan	9,303	226,191	9,257	231,110	...	46
Presidency	4,348	128,269	4,302	133,604	...	46
Calcutta	176	7,992	172	7,746	...	4
Rajshahi	2,971	77,291	3,066	80,510	95	...
Dacca	7,402	166,646	6,749	150,489	...	653
Chittagong	3,752	98,173	3,585	94,908	...	167
Patna	6,144	147,294	5,799	145,454	...	345
Bhagalpur	3,266	70,964	3,447	76,629	181	...
Orissa	6,204	92,053	5,891	89,958	...	313
Orissa Tributary Mahals ...	1,108	12,519	1,111	13,073	3	...
Chota Nagpur	2,380	59,964	2,233	57,951	...	147
Total ...	47,054	1,087,356	45,612	1,081,432	279	1,721
			Net decrease ...		1,442	

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196. *Lower Primary Scholarship Examination.*—The following table summarises the results of the lower primary scholarship examination for Indian boys, so far as candidates from lower primary schools (including private candidates) are concerned :—

Divisions.	Number of institutions sending candidates.								Number of candidates.					Number passed from—					Race or creed of passed scholars.							
	Institutions under public management.		Aided institutions.		Other institutions.		Total.																			
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Burdwan ...	...	...	2,839	2,160	67	53	2,906	2,213	...	10,096	179	38	10,313	...	6,014	89	20	6,123	...	...	5,621	...	447	1	54	...
Presidency ...	...	...	1,789	1,200	4	4	1,793	1,204	...	5,220	15	20	5,255	...	2,637	9	10	2,656	...	4	1,931	...	721	...	...	...
Calcutta ...	...	...	99	77	2	1	101	78	...	311	7	...	318	...	174	2	...	176	...	...	144	...	32	...	...	...
Rajshahi ...	4	4	1,172	767	2	...	1,178	771	19	2,795	2	6	2,822	16	1,367	...	3	1,386	...	...	473	...	913	...	...	...
Dacca ...	1	1	1,525	1,118	54	41	1,580	1,160	1	4,630	156	8	4,845	1	2,366	81	7	2,455	...	19	1,449	...	984	...	2	1
Chittagong ...	...	...	918	738	23	10	941	748	...	3,041	50	13	3,104	...	1,767	15	8	1,790	...	...	850	...	899	...	8	33
Patna ...	...	...	1,909	1,745	...	...	1,909	1,745	...	8,198	..	249	8,447	...	6,520	...	229	6,749	...	1	6,114	...	630	...	4	...
Bhagalpur ...	...	...	1,155	1,088	8	6	1,163	1,094	...	3,954	16	116	4,086	...	3,469	13	97	3,579	...	...	2,804	...	556	35*	184	...
Orissa ...	8	7	928	615	...	...	936	622	13	2,648	...	1	2,662	11	1,415	...	1	1,427	...	7	1,393	...	18	2	7	...
Orissa Tributary Mahals.	...	...	...	...	62	60	62	60	...	...	128	1	129	...	...	116	1	117	..	...	105	..	...	...	12	...
Chota Nagpur ...	...	...	754	373	3	...	757	373	...	1,782	6	15	1,803	...	620	...	10	630	...	...	514	...	35	13	68	...
Total ...	13	12	13,088	9,881	225	175	13,326	10,068	33	42,725	559	467	43,784	28	26,349	325	386	27,088†	...	31	21,398	...	5,235	51	339	34
Total for 1895-96	11	9	12,271	8,420	131	99	12,413	8,528	21	39,336	286	480	40,123	16	21,220	174	374	21,784	...	29	17,488	1	3,947	41	252	26

* All Santhals.
† Inclusive of 106 girls from boys' lower primary schools and exclusive of 5 boys from girls' lower primary schools.

The above shows an increase in the number of schools which presented candidates at this examination by 913 or 7·5 per cent., and an increase of successful schools by 1,540 or 18·3 per cent. In the same way, the number of candidates rose by 3,661 or 9·1 per cent., and that of successful candidates by 5,304 or 24·4 per cent., the percentage of success having advanced from 54·3 to 61·9.

CHAPTER VII.—TRAINING SCHOOLS.

TRAINING SCHOOLS.

197. *Different classes of training schools.*—Up till 1896 there was provision for training vernacular teachers only. Since that year arrangements have been made for the training of English teachers for secondary schools by opening English classes in connection with the training schools at Calcutta, Hooghly, Dacca, Patna, and Cuttack, the instructive staffs of these institutions having been strengthened in consequence by the appointment of an additional teacher in each, and extra stipends created for the pupil-teachers. There are as yet no training schools of the collegiate class in the province. For the new English classes three grades of teachers' certificates for students have been arranged for at present, graduated in point of difficulty and extent, and each complete in itself; but classes for the first two of these standards only were opened during 1896-97, no imperative necessity having manifested itself, as yet, for giving special training to graduates who, in India as in England, are allowed to go straight from the University to take work in a public or private school, on the assumption that their trained intelligence and the example of those with whom they associated would soon make them good teachers, if they have any aptitude for the work.

The vernacular training schools for male teachers are of three grades: schools of the first grade teach a three years' course appointed for vernacular masters (pandits) of middle schools; those of the second grade teach the course for the first and second-year classes of first grade training schools, the pupils being intended to serve as teachers for the lower classes of middle schools. The guru training classes attached to middle schools did not fulfil expectations, and their final abolition was accordingly ordered at the close of the quinquennium under review.

198. *Entrance qualifications of pupil-teachers.*—Those who have passed the University Entrance examination or failed at that examination in one subject only, that subject not being English, are admitted to the third or the lowest grade of English classes. Those who have passed the F. A. examination or failed at it in one subject only (other than English) are similarly admitted to the second grade class. The highest class is to be formed of Bachelors of Arts alone, but, as stated already, this class has not been yet opened anywhere in the province.

Candidates for admission to a first or second grade vernacular training school in Bengal Proper, must have passed the middle vernacular scholarship (or higher) examination. In Bihar and Orissa candidates who have passed this examination are first admitted, and failing a sufficient number of these, an examination is held, and further admissions are made on the result.

199. *Stipends in Training schools.*—For the present there are 15 stipends of Rs. 6 for each of the two English classes at Calcutta, Hooghly and Dacca, and 10 stipends of the same value for each of the two English classes at Patna and Cuttack. This provides for the training of 130 junior English teachers a year, in addition to those who may qualify themselves for the first grade certificates by passing as private students the examination prescribed for this standard. The stipends sanctioned for first grade vernacular training schools are of the value of Rs. 3, Rs. 4, or Rs. 5. The monthly grants allotted to the different schools under the Department for this purpose are as follows:—Hooghly Rs. 300, Calcutta Rs. 200, Rangpur Rs. 180, Dacca Rs. 250, Chittagong Rs. 150, Patna Rs. 300, Cuttack Rs. 150, and Ranchi Rs. 100. All stipendiaries get house accommodation in addition: hence the comparatively high cost in these institutions in general.

200. *Course of instruction.*—In the English classes the course of instruction is purely technical, and pertains to the general principles and methods of the art of teaching, moral and physical training, the maintenance of school-discipline, and the details of school-management, both in theory and practice, the important point recognised being that certificates are not to be given for theoretical acquaintance, however complete, with the contents of text-books on the art of teaching, unless a candidate also shows that he is able to apply

TRAINING SCHOOLS.

these principles to practice, and to teach a class and prepare notes of lessons, to the satisfaction of the Inspector of Schools. To secure this end the students under training are required, in the first month of the session, to do nothing more than sit in the class rooms of the attached practising school and watch the teachers, noting their methods and the way in which the work is generally conducted. During the next four months the first part of the day is occupied by the students, one by one, giving lessons in turn, the rest making notes in the presence of the class master, who interposes, when necessary, to correct the method of the student who is giving the lesson. Later on the students are left much more to themselves.

In the schools for vernacular masters, the course is both general and technical, the former consisting of subjects, a knowledge of which acquired under specially qualified teachers, will enable the student to do justice to his subsequent appointment as a pandit.

201. There are no training schools for mistresses maintained by the Department, but there are some which are aided from the Provincial revenues, and are managed by the different missionary societies working in the country for the supply of teachers to the numerous girls' schools under their control. There was no examination for female teachership certificates till 1893-94. In 1894-95 an examination was instituted for the award of two grades of certificates. Girls who pass in the art and theory of teaching, including class-management, are awarded junior certificates if they pass in Standard VII, and senior certificates if they pass in Standard VIII of the special standards prescribed for Calcutta and its neighbourhood. Liberal grants are given to training schools for mistresses at the rate of Rs. 3 a month for such female students under training as pupil-teachers as are boarders, and at one rupee for such of them as are day scholars, and two new scales of rewards to schools were created in 1896-97, viz., Rs. 80 for each mistress passed in the junior certificate and Rs. 100 for each mistress passed in the senior certificate examination.

202. *Vernacular Training schools for Masters.*—The following table shows the number of these institutions on the 31st March 1892 and on the same date of 1897, as well as the number of students in them:—

Year.	Maintained by the Department.		Maintained by District and Municipal Board.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1891-92 ...	15	658	...	...	6	229	...	...	21	887
1896-97 ...	13	574	...	...	7	291	...	...	20	865

The loss of two schools maintained by the Department has been owing to the transfer of a school in the Sonthal Parganas to the aided list in 1895-96, and the abolition of the school at Puri in the same year, there having been, in the opinion of the Inspector of Schools, no longer any necessity for its maintenance in that locality. Both these schools belonged to the third grade. The money set free by the abolition of the Puri School was utilised in strengthening the Cuttack School (first grade), to which a central training class for gurus of upper primary schools was added. Eight of the departmental schools belong to the first grade, two working for the Hindi-speaking districts in Bihar and Chota Nagpur, one for Orissa, and the rest for Bengal Proper. Of the remaining 5 schools, one in Bihar teaches the second grade course, and 4, viz., 2 in Orissa and 2 in Chota Nagpur, the third grade course. With the spread of vernacular education through middle schools, the necessity for third grade schools is fast disappearing, and the abolition of a training school of this kind in the Singhbhum district has already been ordered. The Angul third grade training school in the Orissa Division will also be abolished from December next.

Of the aided schools in 1891-92, one disappeared in 1892-93; but the transfer of the Sonthal School at Taljhari to this list and the addition of a school at Darjeeling as a new school in 1896-97, has brought up the number from 6 to 7. One of the aided schools conforms to the standard prescribed by the Department for first grade schools. The Kalimpong School in the Darjeeling Hills is said to be a second grade school; but full information regarding its organisation is wanting. The rest seem to be generally no better than ordinary primary or middle schools kept for supplying teachers to the pathsalas under the different missionary societies by whom exclusively these aided training schools are managed.

The Government schools show a loss of 84 pupils, though the English classes opened in 1896-97 had 76 pupils on the 31st March last. In aided schools there was an increase of 62 pupils. The following is the classification of students according to race and creed:—Hindus 545, Brahmo 1, Muhammadans 22, Native Christians (non-aboriginal) 86; Native Christians (aboriginal) 139, others (mostly aborigines of animistic religions) 72. Of the pupils in aided schools, 53 have been returned as girls reading in the Bhimpur School for Sonthals near Midnapore under the American Baptist Mission.

203. *Training schools for Mistresses.*—The statistics of these schools are given below:—

Year.	Maintained by the Department.		Maintained by Local and Municipal Board.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
1891-92 ...	...	...	...	...	5	92	5	108	10	300
1896-97 ...	...	...	...	...	9	432	...	...	9	432

The aided schools show an increase from 5 to 9 owing to the transfer of two unaided schools in Calcutta to the aided list and to the classification of the school under the Oxford Mission, Calcutta, and the Converts' Home at Barrackpore under the Church of England Mission as training schools for mistresses. The unaided schools returned in 1891-92 have all disappeared, partly owing to two of them receiving grants-in-aid during the period under review, and partly owing to abolition. Four of the nine schools are in Calcutta, and these alone are, properly speaking, training schools preparing pupils for the teachers' certificate examinations noticed before. Of the rest, one does not conform to departmental standards, and the others are little better than ordinary primary schools. They are classified as training schools, on the ground that some of the students brought up in them are designed for employment as teachers. Though the number of pupils in these schools shows a large increase, yet how few of them are actually under instruction as pupil-teachers may be judged from the fact that the four schools in Calcutta returned only 50 pupils as belonging to the training departments out of a total roll number of 272. No girl in Calcutta, it may be remarked in this connection, is now regarded as a pupil-teacher who has not passed the examination in Standard VI (upper primary).

204. *Examinations for teachers' certificates.*—The first examination for English certificates for masters was held in April 1897. Altogether 72 candidates (including 5 private candidates, 4 being B.As.) were examined, of whom only 6 passed, one—(a B. A. private student to whom was awarded a first grade certificate, and 5 who obtained certificates of the second grade—an extremely disappointing outturn, due to the novel character of the examination which was a real test of practical knowledge, instead of the accustomed style which simply tests a knowledge of the contents of text-books, of which much is learnt by rote. The system at present is in an experimental stage. Though the number of stipends sanctioned for the English classes is 130, and though at one time

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during the past session the admissions were in excess of this number, the pupils dropped off by degrees, when it was discovered that many were making a convenience of the classes, and attending law lectures with the intention ultimately of taking to the legal profession. This was put a stop to with the result that at the close of the year there were only 76 pupils remaining.

205. The following summary shows the total number of pupils who obtained final certificates from the different first grade vernacular training schools for masters during the last five years:—

Schools.	No passed.
Calcutta	50
Hooghly	82
Dacca	64
Chittagong	47
Rangpur	40
Krishnagar	1
Patna	46
Ranchi	11
Cuttack	30
Total ...	371

There were, besides, 21 private students who obtained first grade certificates during the period. In the first grade schools the period of training is three years; the pupils are examined at the end of each year as a condition of promotion to the next higher class.

206. All the pupils in the first grade schools have been required, since 1892-93, to learn drawing in which 25 per cent. has been fixed as the minimum pass mark: pupils getting 60 per cent. or upwards are awarded special certificates as teachers of drawing. As noticed in the chapter on secondary education, drawing is now generally taught in high schools, and as the supply of drawing masters from the Government School of Art is at once small and costly, there has been a new opening for the final certificate holders of the first grade vernacular training schools. In 1893-94, minimum pass marks were fixed for the other subjects of study also, candidates having to pass in the aggregate as before.

207. *Expenditure on training schools.*—The following tables give the statistics of expenditure on these institutions:—

Expenditure on Training schools for masters.

Year.	From Provincial Revenues.		From District and Municipal funds.	From other sources.	Total.
	In schools under public management.	In aided schools.			
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92	67,485	4,717	873	10,922	83,997
1896-97	79,634	5,399	487	17,342	1,02,862

Expenditure on Training schools for Mistresses.

	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92	.....	4,440	...	20,712	25,152
1896-97	.....	8,332	...	29,941	38,273

The cost of the schools under public management remained well nigh stationary up to 1895-96, when it was Rs. 67,668. But the creation of the English classes raised the figures to Rs. 79,634 in 1896-97. The slight increase in the grants to aided schools is explained by the starting of one new school.

The increased cost in aided training schools for mistresses from public and private sources is due, first, to an increase in the number of these institutions; and secondly, to the liberal grants-in-aid paid to the schools in Calcutta under the new system. The total expenditure on the Calcutta schools alone was Rs. 24,226, of which Rs. 5,462 was paid from the Provincial revenues, Rs. 3,925 was raised from fees, and Rs. 14,839 from subscriptions, &c., paid by the missionary societies by whom they are managed.

The average cost per pupil in Government schools rose from Rs. 106 in 1892 to Rs. 137 in 1897, owing chiefly to the cost of the English classes.

208. *Guru-training classes.*—"These classes were first opened in 1885-86 for training teachers for lower primary schools. The head masters of certain selected middle schools were authorised to open classes for instructing gurus of neighbouring pathsalas in the subjects of the upper primary examination and to give them an elementary knowledge of school method." These classes went on increasing till 1892-93, after which their popularity waned, and they began to vanish more quickly than they came into existence, as will be evident from the following summary for the last six years:—

Year.	Number of classes.	Number of pupils.
1891-92	174	756
1892-93	235	1,171
1893-94	218	907
1894-95	149	604
1895-96	90	488
1896-97	89	473

The question of the utility of these classes was fully discussed in the Director's report for 1893-94. They were condemned as expensive, unpopular, unworkable, and unnecessary in most of the Divisions and were gradually closed. The system has been finally abandoned since the close of the year 1896-97.

209. *Demand for trained teachers.*—From what has been stated above, it will be seen that the training schools for masters are chiefly intended for the supply of teachers to middle and upper primary schools, the high English schools depending for teachers, to a very great extent, on the University and the lower primaries on middle and upper primary schools. Statistics regarding the qualifications of teachers in middle and upper primary schools were first collected in 1891-92; but the returns were not accurate. Roughly speaking, however, it appears that out of 10,057 teachers then employed in these schools, 2,575, or 25·6 per cent., were uncertificated men; of the rest, 863 held University certificates ranging from Entrance to B.A., 1,864 had passed through one or more of the grades of the vernacular mastership examinations, 277 were certificated gurus, 3,008 had passed out of middle schools, 395 out of upper primaries, and 75 out of lower primaries. Of the passed vernacular masters, again, 267 belonged to the upper primary schools, so that for 1,929 middle schools in the province we had only 1,597 trained vernacular masters to work as head pandits. The following statements will show the state of things in 1896-97:—

(*1*) *In Middle English Schools.*

Division.	Number of middle English schools.	Number of teachers employed.	M. A.	B. A.	F. A. or old senior scholars.	Entrance or old junior scholars.	Vernacular mastership examination.	Guru-training class examination.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Others.	Holding no certificate.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Burdwan	233	955	...	...	42	200	214	12	86	110	7	...	5	279
Presidency	177	747	...	6	40	180	127	6	94	76	6	...	5	207
Calcutta	19	122	...	2	7	25	23	1	3	12	...	...	5	44
Rajshahi	101	378	...	2	30	84	97	3	40	62	1	...	...	59
Dacca	184	754	...	2	23	174	182	1	37	136	7	7	5	180
Chittagong	52	211	...	...	7	40	55	1	17	56	2	...	6	27
Patna	45	191	...	...	4	29	46	5	18	25	7	1	4	52
Bhagalpur	31	132	...	...	7	23	36	1	6	25	6	3	1	24
Orissa	38	153	1	...	3	21	28	7	29	25	3	1	2	33
Do. Tributary Mahals	6	26	...	...	...	4	1	...	9	3	3	...	...	5
Chota Nagpur	41	141	1	...	6	28	24	2	17	21	6	6	4	27
Total ...	927	3,810	2	12	169	868	833	39	356	551	48	18	37	937
Total for 1895-96 ...	893	3,683	1	12	151	778	802	37	346	539	52	9	...	956

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(2) In Middle Vernacular Schools.

Division.	Number of middle vernacular schools.	Number of teachers.	B. A.	F. A. or old senior scholars.	Entrance or old junior scholars.	Vernacular master-ship examination.	Guru-training class examination.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Other examinations.	Holding no certificate.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan	170	536	...	3	19	187	10	29	191	6	3	...	88
Presidency	216	651	...	2	30	178	22	44	194	15	... 2		164
Calcutta	16	96	1	4	9	28	...	6	8	8	5	...	27
Rajshahi	132	321	...	1	11	134	1	14	119	2	3	1	35
Dacca	288	730	...	5	41	205	3	27	269	18	2	2	158
Chittagong	135	359	...	...	10	113	...	10	157	8	1	3	57
Patna	55	179	...	1	2	85	1	4	50	7	5	6	18
Bhagalpur	55	164	...	...	3	64	2	2	58	8	6	...	21
Orissa	50	149	1	...	3	43	6	7	60	9	1	2	17
Do. Tributary Mahals	13	34	...	...	2	10	...	2	16	...	...	...	4
Chota Nagpur	33	86	...	1	4	32	3	6	18	6	1	...	15
Total ...	1,163	3,305	2	17	134	1,079	48	151	1,140	87	27	16	604
Total for 1895-96 ...	1,173	3,264	3	17	135	1,081	44	142	1,133	73	17	...	619

(3) In Upper Primary Schools.

Division.	Number of upper primary schools.	Number of teachers.	B. A.	F. A. or old senior scholars.	Entrance or old junior scholars.	Vernacular master-ship examination.	Guru-training class examination.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Other examinations.	Holding no certificates.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan	895	1,130	...	...	10	68	38	64	539	94	8	20	289
Presidency	520	685	...	1	6	32	47	45	275	42	10	...	227
Calcutta	36	135	1	...	7	5	1	4	28	21	4	1	63
Rajshahi	450	640	...	...	1	34	11	49	282	128	35	2	98
Dacca	889	1,097	...	...	9	40	6	59	608	108	23	...	244
Chittagong	465	680	...	...	...	27	2	13	383	82	26	12	135
Patna	220	409	...	...	...	46	14	11	175	75	51	...	37
Bhagalpur...	267	415	...	...	...	26	4	18	186	103	47	...	31
Orissa	281	466				16	67	26	187	86	26	3	54
Do. Tributary Mahals	50	66	...	...	...	2	3	4	34	10	2	...	11
Chota Nagpur	146	219	...	...	1	17	11	17	68	51	13	11	30
Total ...	4,219	5,941	1	1	34	313	204	310	2,765	800	245	49	1,219
Total for 1895-96 ...	4,120	5,715	2	1	34	293	187	311	2,587	740	217	...	1,343

Leaving the other appointments aside, we find that, though there is room for 2,090 certificated vernacular masters to work as head pandits in middle schools, 1,912 such men were employed in them during 1896-97. Assuming the rate of vacancy to be 5 per cent. per annum, the number of head panditships to be annually filled up would be nearly 100. The number of men who obtained final certificates at the last examination from the first grade training schools was 79. Making every allowance for the fact that men holding second grade certificates are sometimes appointed as head pandits, the supply is still short of the demand, and especially does this appear to be the case when it is remembered that some of these final students are appointed in high English and upper primary schools—in the former as drawing masters and junior pandits, and in the latter as head pandits. In high schools alone the number of certificated vernacular masters is 132. If, therefore, in any particular district or division final students are not appointed in proportion to the supply, or the training schools are not so well attended as they used to be before, the fault does not lie in the system, but rather in the fact that the supply is inadequate to the demand owing to a demand coming from other quarters. The whole system of training schools in the Province was subjected to very active criticism in the Annual Reports for 1891-92 to 1893-94.

The percentage of uncertificated teachers in middle and upper primary schools in 1896-97 (2,760 out of a total of 13,056) was 21·1, against 25·6 in 1891-92.

210. The following are the standing orders regarding the qualifications of teachers to be employed in middle and primary schools :—

(1) In middle schools the head vernacular teacher should be selected from students who have passed the final examination of a first-grade training school. A teacher who has not passed this test can be retained only on his proving his fitness for the post by regularly passing pupils at the middle scholarship examination. The head English teacher in a middle school should have, at least, passed the Entrance examination of the University.

(2) In selecting teachers for primary schools, preference is given to passed upper primary and middle scholars, experienced in the mode of pathsala teaching and possessing a fair knowledge of village accounts.

211. Turning now to the schools for mistresses, the outturn is as yet very small. The results of the female certificate examinations instituted in Calcutta in 1894-95 are given in the following statement:—

Year.	Number passed		
	With senior certificates.	With junior certificates.	Total.
1894-95	...	1	1
1895-96	...	11	11
1896-97	9	4	13

The senior certificate-holders of 1896-97 had passed the junior examination in the preceding year.

SUPPLEMENTARY.

212. The following statement compares the statistics of training schools for the last two years :—

Class of institutions.	1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters ...	19	810	20	865
Ditto for mistresses ...	5	156	9	432
Guru-training classes	90	488	89	473
Total ...	114	1,454	118	1,770

I find a mistake here. Two schools for masters are credited to Darjeeling instead of one with two sources of supply. The Converts' Home at Barrackpore and three distinct training schools in Calcutta, are new schools for mistresses.

213. The following table supplies the general statistics of training schools of different classes :—

	Number of schools.		Number of pupils.		EXPENDITURE, 1896-97.					
					FROM PUBLIC FUNDS.			FROM PRIVATE FUNDS.		TOTAL.
	1895-96.	1896-97.	1895-96.	1896-97.	From Provincial revenues.	From District funds.	From Municipal funds.	From fees and fines.	From other sources.	
1	2	3	4	5	6	7	8	9	10	11
TRAINING SCHOOLS FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government ...	13	13	506	574	79,634	487	...	221	459	80,801
District Board ...	...	...	...	...	...	...	...	...	...	...
Aided	6	7	304	291	5,399	...	...	800	15,862	22,061
TRAINING SCHOOLS FOR MISTRESSES.										
Aided	5	9	156	432	8,332	...	...	4,856	25,085	38,272
Unaided	...	...	...	...	...	...	...	...	...	...
GURU-TRAINING CLASSES ATTACHED TO MIDDLE SCHOOLS.										
Government	83	86	408	434	3,690	...	...	...	...	3,690
District Board ...	...	...	...	...	...	...	...	...	...	...
Aided	3	...	25	...	...	...	...	...	...	...
Unaided	4	8	55	39	...	...	...	...	...	...
Total ...	114	118	1,454	1,770	97,055	487	...	5,877	41,406	1,44,825
Total expenditure for 1895-96.	...	...	...	...	80,345	453	...	1,555	26,832	1,09,185

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214. The following statement shows the results of the examination of English classes held for the first time during the year under report :—

Schools.	Candidates		Passed.	
	Second grade.	Third grade.	Second grade.	Third grade.
Hooghly	5	8	1	...
Calcutta	7	7	1	...
Dacca	15	11	3	...
Patna	...	...	...	...
Cuttack	5	9	...	...
Total ...	32	35	5	...

There was besides one private student (a graduate) who passed with a first grade certificate.

215. The following statement supplies the detailed statistics of these institutions :—

Name of School.	Number of pupils on the rolls on 31st March—		Total expenditure in 1895-96.	Expenditure, 1896-97.						Cost to Government per pupil per annum.
				From public funds—			From private funds.		Total.	
	1896.	1897.		From Provincial revenues.	From District funds.	From Municipal funds.	From fees and fines.	From other sources.		
1	2	3	4	5	6	7	8	9	10	11
Training Schools for Masters.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government—										
First grade—										
1. Calcutta	76	86	11,327	13,800	...	...	52	...	13,852	158·6
2. Hooghly	93	110	10,105	11,938	...	...	48	...	11,986	108·5
3. Dacca	75	93	11,437	13,701	...	...	51	...	13,752	153·8
4. Rangpur	41	42	5,973	6,351	...	...	1	2	6,854	145·7
5. Chittagong	38	40	5,585	5,818	...	...	19	...	5,867	128·
6. Patna	39	51	10,129	10,728	...	...	...	...	10,728	188·2
7. Ranchi	32	31	4,001	4,249	...	...	...	...	4,249	139·
8. Cuttack	57	71	6,447	9,633	...	...	50	74	9,757	135·6
Second grade—										
1. Motihari (Champaran)	17	18	1,194	730	487	...	...	...	1,217	48·7
Third grade—										
1. Palamau (Daltonganj)	12	10	242	539	...	...	...	...	539	49
2. Kokpara	6	8	411	313	...	...	...	...	313	39·1
3. Balasore	10	4	1,126	886	...	...	...	...	886	221·5
4. Angul	10	10	778	418	...	...	...	383	801	41 8
Total ...	506	574	68,755	79,634	487	...	221	459	80,801	137·7
Aided—										
1. Barrackpore Wesleyan Mission School	33	38	2,688	1,200	...	...	800	2,000	4,000	34·3
2. Krishnagar C. M. S. Training School	11	10	4,691	1,500	...	...	...	3,188	4,688	136 3
3. Bhimpur Sonthal Training School ...	158	146	2,700	1,350	...	...	...	1,350	2,700	c·2
4. Bankura Training School	30	42	800	300	...	...	...	519	819	7·1
5. Kalimpong Training School	63	34	8,410	212	...	...	...	8,127	8,339	7·0
6. Darjeeling Training School	...	10	...	192	...	...	...	678	870	
7. Taljhari	9	11	270	645	...	...	...	...	645	58·6
Total ...	304	291	19,559	5,399	...	...	800	15,862	22,061	18·8
Training Schools for Mistresses.										
Aided—										
1. Dum-Dum Wesleyan Mission School	17	25	1,814	551	...	...	151	2,358	3,060	30·6
2. Baranagar Hindu Boarding and Training School	31	33	4,929	900	...	...	663	3,560	5,123	30·
3. Krishnagar Roman Catholic Boarding and Training School	53	73	2,567	720	...	...	...	2,043	2,763	9·6
4. Bankura Wesleyan Training School	24	22	1,210	360	...	...	33	857	1,250	15·6
5. Church of England Zanana Mission Training School, Calcutta ...	31	29	6,180	1,676	...	...	2,572	...	4,248	49·3
6. Converts' Training Home at Barrackpore	...	7	...	339	...	...	84	1,428	1,851	37·8
7. Baptist Mission Training School for Mistresses, Calcutta...	...	88	...	1,634	...	...	206	4,107	5,947	18·8
8. The Church of Scotland Orphanage and Normal Class	...	48	...	964	...	...	389	4,990	6,343	20·9
9. The Ballygunge Training School (Diocesan Mission)	...	107	...	1,188	...	...	758	5,742	7,688	11·3
Total ...	156	432	16,700	8,332	...	...	4,856	25,085	38,273	19·5

216. The following table shows the results of the vernacular mastership examination held in 1897 for pupils of first grade training schools. The first six schools, which teach a common course, were examined by the same set of papers prepared by a Board of Examiners appointed by the Director. Certificates of

the first, second or third grade are given to successful students who have completed a course of three years, two years, and one year respectively. Each certificate is classed as high, medium, or low, according to the marks gained at the examination, including the marks for the art of teaching—theoretical and practical, efficiency in the latter being judged by a Board of Examiners at each centre :—

Name of School.	First Grade Certificate.					Second Grade Certificate.					Third Grade Certificate.					Total.		
	Candidates examined.	Number passed.			Total.	Candidates examined.	Number passed.			Total.	Candidates examined.	Number passed.			Total.	Candidates examined.	Passed.	Per centage of success.
		High.	Medium.	Low.			High.	Medium.	Low.			High.	Medium.	Low.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Calcutta	23	1	5	7	13	22	1	9	8	18	25	1	6	7	14	70	45	64·3
Hooghly	25	...	10	8	18	24	...	11	6	17	46	...	12	9	21	95	56	58·9
Dacca	17	1	6	8	15	27	...	13	7	20	21	...	14	5	19	65	54	83·0
Chittagong	10	...	4	4	8	9	...	5	1	6	20	1	9	4	14	39	28	71·8
Rangpur	18	...	5	4	9	9	...	6	3	9	15	1	9	4	14	42	32	73·9
Krishnagar (aided)	...	...	...	...	...	.	...	...	...	...	1	...	...	...	...	1	...	...
Total ...	93	2	30	31	63	91	1	44	25	70	128	3	50	29	82	312	215	69·8
Patna	9	1	7	...	8	9	...	7	1	8	27	6	13	1	20	45	36	80·
Ranchi	3	...	2	...	2	7	...	2	2	4	13	1	5	3	9	23	15	65·6
Cuttack	8	...	4	2	6	9	1	6	1	8	15	...	6	6	12	32	26	81·2
Total ...	20	1	13	2	16	25	1	15	4	20	55	7	24	10	41	100	77	77
Grand Total ...	113	3	43	33	79	116	2	59	29	90	183	10	74	39	123	412(a)	292	70·8
Total for 1895-96 ...	110	5	32	26	63	121	3	41	40	84	176	4	52	45	101	407	248	61

(a) Exclusive of 100 private candidates, of whom 10 passed—1 with a first-grade high, 2 with first-grade low certificates, 1 with second-grade low certificate, 2 with third-grade medium, and 4 with third-grade low certificates.

Hooghly has passed the largest number of final students, and next to it stands Dacca, which shows the highest percentage of success. The poor outturn of the Ranchi School will appear still poorer when it is seen that all the first grade certificates, 1 second grade certificate, and 4 third grade certificates were won by Bengalis, for whom there are so many training schools in Bengal proper. Attempts are being made to prescribe a common Hindi course for the training schools at Patna and Ranchi, each of which at present follows a different standard of its own.

The number of final students who obtained special certificates in drawing rose from 5 to 16.

217. The following is an abstract of the notices of training schools published in the divisional reports of the year :—

Calcutta.—The English Department had 16 pupils at the close of the year,—all stipendiaries. Seven of them belonged to the second grade class and 9 to the third grade class. At first 27 students obtained admission to these classes, the number of applicants for admission having been 70. Three left school before the close of the year owing to ill-health, 2 were expelled for misconduct, and a few went away as they got appointments elsewhere. The extra expenditure incurred during the year on account of this department was Rs. 2,607, all paid from the Provincial revenues.

The Vernacular Department of the Calcutta Training School had 70 pupils, against 76 in the preceding year, of whom 63 were stipend-holders and 7 pay students. There are two pupil-teachers on Rs. 6 each. "Those that get the first grade certificates are allowed to fill up these posts:" but, says the head-master, "so great was the demand for trained teachers last year, that few of the passed pupils had to serve as pupil-teachers long."

Hooghly.—The English department contained 13 students, 5 being in the 2nd grade teachership class and 8 in the 3rd grade teachership class. The Vernacular department had 97 pupils, and they were distributed thus :—3rd-year class 26, 2nd-year 24, and 1st-year 47. Of these 97 pupils of the vernacular department, 93 were boarders against 84 of the previous year. All the 11 students who obtained first grade certificates in the examination of 1896 secured permanent or temporary employments during the year. The gymnastic class was regularly attended by the boys and worked satisfactorily. The library

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received an addition of 585 new books in English, vernacular, and Sanskrit during the year. The total number of books in the library on the 31st March last was 5,900. The laboratory was in good condition. The drawing class worked satisfactorily. The conduct of the pupils was generally good throughout the year.

Dacca.—The number of pupils admitted into the English department in June was only 13—seven in the higher and 6 in the lower class; but the number soon rose, and not only were all the stipends taken up, but 5 pupils were admitted as fee-paying students. From a variety of causes, however, 7 pupils left the school in the course of the year, and the number on the rolls on the 31st March was 28—sixteen in the higher and 12 in the lower classes.

The expenditure in connection with the English training class amounted to Rs. 2,250-6-8, the amount drawn on account of stipends being Rs. 1,307-1-4, on account of salary paid to the additional teacher being Rs. 823-5-4, and for contingencies Rs. 120.

The number of pupils in the Vernacular Department on the 31st March last was 65 against 75 in the year before. The head-master attributes this falling off to some temporary circumstances which he expects to disappear next year. Two scholarships are awarded every year by the Assam Government to Assam pupils reading in the Dacca Training School. The sum of Rs. 250 sanctioned for stipends was divided into 74 stipends—6 of Rs. 5 each, 16 of Rs. 4 each, and 52 of Rs. 3 each.

Rangpur.—No mention has been made in the report regarding the employment of final students. The attached practising school was raised to the middle English status during the year; but it did indifferently at the middle English examination. The training school had 42 pupils on the rolls, while the number of pandit stipends is 60. The rates of stipends are generally higher than in the rest of the province. Unless the attendance improves, it will be necessary to reduce the allotment for stipends for this school, and transfer the savings to some other institution. The school has suffered much during the last five years, as will be seen from the following figures. The roll-number in 1891-92 was 67; in 1896-97 it was 42. Again, 9 students got first grade certificates, 9 second grade certificates, and 14 third grade certificates in 1897, against 11, 16 and 18 respectively in 1892. The loss in the roll-number was partially due to the closure of the guru-class in 1894-95, which was doing very unsatisfactorily year after year.

Chittagong.—Thirty-seven pupils left the school during the year under report—6 with first grade, 3 with second grade, and 2 with third grade certificates; the rest left without any training school qualifications. Though the year under report was unhealthy, the percentage of daily attendance improved. The regularity was due to the pupils being provided with quarters at the boarding-house; this offered them the facility of attending the school unless prevented by serious illness.

The Assistant Inspector of Schools, Chittagong Division, observes as follows in concluding his remarks on training schools:—

"The pay of the training school pandits was fixed at Rs. 20 or Rs 25 about 40 years ago; since then the wages of all kinds of labour have doubled or trebled, but the pandits' salary has been gradually reduced, so that they seldom get more than Rs. 15, and are often employed on Rs. 10, the wages of a menial servant. With such prospects training schools are not likely to prove attractive; in consequence, we now see them resorted to less and less by the superior classes of society."

Patna.—The number in the English classes was 19 in August last, when this school was visited by Sir A. Croft, but many of these 19 students were also attending law lectures or preparing for the law examination, coming to school for the sake of stipends merely. Since then the cancelment of stipends, except to *bonâ-fide* students, has led to the reduction in the rolls, and the number in the English classes fell to 5 on 31st March last. The head-master reports:—"Even all of these 5 were neither regular in attendance nor earnest in their work." The system will need watching and probably it will be necessary to abolish the English classes in this school at no very distant date.

The Vernacular Department had 46 students, of whom 32 belonged to Bihar and the rest to the North-Western Provinces. None came from Bhagalpur, Purnea or the Sonthal Parganas.

The number of boarders residing in the hostel was 46, against 39 of the previous year. The health of the students in the hostel has not been good.

The school-house formerly rented, was purchased and repaired by Government in 1895-96. The building is now in good condition: some additions and alterations having been made during the year.

The monthly rate of stipend to the students of the first-year class was raised temporarily from Rs. 3 to Rs. 4, because of the rise in the price of food-grains.

Ranchi.—All the pupils who passed the final examination from this school in previous years obtained appointments in the Department. Five of the pupils in 1896-97 were aborigines, of whom 3 were Hos of Singhbhum.

Cuttack—Is the only first grade training school which has a guru class attached to it now. Of the 70 pupils attending the school on the 31st March last 14 belonged to the English classes, 37 to the pandits' classes, and 19 to the central guru class. The guru pupils consist entirely of students who have passed the middle scholarship examination and are required to pass through a course of one year to qualify themselves as teachers of upper primary schools. Of the 11 students turned out by the training school proper during the last two years, 5 only have obtained employment as teachers.

The number of boarders on the 31st March was 42, against 40 of the previous year. Every effort is being made to improve the sanitary arrangements of the boarding-house; the level of the compound has been raised, the rooms ventilated and a well sunk for the use of the boarders.

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CHAPTER VIII.—TECHNICAL EDUCATION.

218. This chapter consists of three parts, the first deals with the institutions for teaching Law and Medicine, the second with preparatory technical education which has no connection with any particular industry or profession, but serves as a preliminary training for all industries and professions, and the third with technical education proper.

219. I. LAW AND MEDICINE.—*Law Colleges.*—The following table shows the number of law colleges and the number of students attending them in 1892 and 1897 :—

YEAR.	Colleges.	Pupils.	Schools.	Pupils.
1	2	3	4	5
1891-92	12	563	...	...
1896-97	16	1,111	...	...

The increase in pupils is more apparent than real, being the effect of the inclusion in the returns since 1895-96.of students in the Pleadership classes. If these be excluded, the number of students reading for law degrees was 570 in 1896-97, against 563 in 1891-92. The four new institutions are attached to the Midnapore College, the Bihar National College, the Chittagong College and the Bangabasi College at Calcutta. The Chittagong classes prepare pupils only for the Pleadership examinations conducted by the High Court. As remarked by Mr. Nash, there seems to be very little real teaching in any of the law institutions; the students attend lectures merely for the purpose of obtaining the certificate of attendance, without which they cannot gain admission to the examinations.

220. *Expenditure in Law Colleges.*—The expenditure shows an increase from Rs. 24,847 to Rs. 35,404 (accounted for as above) although the money returns of the Law Departments of the Metropolitan Institution and the Bihar National College have not been shown in the total, being included with the expenditure in the Arts Departments of these institutions. In Government colleges there has been an increased expenditure of Rs. 952, in the Municipal College of Rs. 323, and in the unaided colleges of Rs. 9,282. As in 1891-92, the fee-receipts more than covered the total cost of these institutions. The Law Department of the Dacca College showed at the end of the year 1896-97 a credit balance of Rs. 1,980, against Rs. 1,434 in 1891-92. It should be observed that, except in the Rajshahi College (in which the law lecturer receives in addition to the fees the interest of an endowment by Rani Manmohini Debi), the law classes in Government colleges are entirely self-supporting; the lecturers are paid from the fees realized from the students subject to a maximum limit of Rs. 2,400 a year. The average annual expenditure per pupil in Government colleges was Rs. 59 in 1896-97 against Rs. 77 in 1891-92, and that in unaided colleges Rs. 33; the unaided colleges in Calcutta and in mufassal showing no difference in this respect. The low averages for 1896-97 are explained by the inclusion of the pleadership students as stated above, these having been left out of calculation in 1891-92. The fee-rates in Government colleges range between Rs. 7 and Rs. 5, except in Rajshahi, where Rs. 3 only is charged. Of the unaided colleges, the Tejnarayan Jubilee College charges Rs. 6 and Berhampore Rs. 5. The rest charge from Rs. 3 to Rs. 4.

221. *Results of the University Examinations in Law.*—There are two different examinations in Law held by the University, viz., those for Bachelors in Law, and Honours in Law. Graduates in arts are admitted to the B.L. examination on their attending a recognised law college for two years after passing the

B.A. examination. The admission fee is Rs. 30. Any bachelor in law may, on paying a fee of Rs. 100, be admitted to the examination for Honours in law, the subjects prescribed for it being higher and more varied than those for the B. L. examination. For the degree of Doctor no special examination is held, but any graduate who has passed the Honour examination may, on his procuring a certificate, signed by two members of the Law Faculty or two Doctors in law that he has practised his profession with repute for five years, be admitted to the degree if he produces an essay on some subject connected with Law or Jurisprudence, which is approved by the President of the Faculty of Law for the time being. The fee charged to candidates for this degree is also Rs. 100.

During the last five years, the total number of candidates admitted to the B.L. degree was 662 as follows :—

Year.	
1892	148
1893	99
1894	71
1895	140
1896	204

The course of study for the different law examinations was revised by the University in 1893.

Two students passed the Honour examination in law during the quinquennium under review—one in 1893 and the other in 1894. The former was admitted to the degree of Doctor in Law in 1894.

The results of the Pleadership and the Muktearship examinations, which are conducted by the High Court, are not known to the Education Department.

222. MEDICAL COLLEGES AND SCHOOLS.—The usual statistics regarding these institutions are given below:—

YEAR.	Colleges.		Schools.	
	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5
1891-92	1	255*	9	1,035
1896-97	1	468	10	1,482

* One hundred and fifty-six belonged to the University and 99 to the female certificate and military classes.

As in 1891-92, the Medical College and four of the medical schools are maintained by Government: the rest are unaided,—three being schools of Homœopathy, one of Electro-Homœopathy, and two of Allopathy. There are, besides, two more schools in Calcutta—a Homœopathic school and the College of Physicians and Surgeons of Bengal,—which are not mentioned in the returns. The rule that every candidate for admission to a Government Medical School must have some knowledge of English, has had the effect, during the last quinquennium, of calling into existence two unaided schools of Allopathy and strengthening the one which existed in 1891-92.

But though the unaided schools have gained by the raising of the qualifications for entrance into Government institutions, the latter, as a class, show an increased attendance from 852 in 1891-92 to 1,110 in 1896-97; the Medical College alone has gained 213 pupils and the medical schools 45 pupils.

The Calcutta Medical College is the only institution affiliated to the University in Medicine. The four Government schools train pupils as Civil Hospital Assistants through the medium of a vernacular. Military students are admitted into the Medical College and the Temple Medical School at Bankipore. In all these institutions, including the Medical College, there is provision for teaching female students, Patna having been thrown open to them in 1893 and Dacca in 1895.

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223. The following table gives the total expenditure from different sources on institutions for medical education:—

Year.	Provincial revenues.	District and Municipal Funds.	Fees.	Total.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
1891-92	2,69,468	...	33,006	3,04,903
1896-97	2,54,968	113	69,874	3,27,266

The total includes contributions from "other sources," such as subscriptions, &c.; hence it exceeds the sum of the three columns 2, 3, and 4.

As pointed out by Mr. Nash, it is not quite fair to draw any conclusion as regards the average cost per pupil from the above figures, the members of the teaching staff in Government institutions having hospital and other duties in addition, and their salaries being not always rateably divided between the different departments. In the Medical College the whole salaries drawn by the medical officers who serve as Professors is shown as part of the expenditure on the College.

The Medical College cost Rs. 1,96,145 in 1896-97, against Rs. 2,05,206 in 1891-92, of which Rs. 1,58,676, against Rs. 1,93,066, was met from the Provincial revenues. In the medical schools maintained by Government, the total expenditure in 1896-97 was Rs. 1,14,962, against Rs. 93,355 in 1891-92, of which Rs. 96,292, against Rs. 76,402, was met from the Provincial revenues.

The increase in fees, &c., is due to the increased number of pupils under instruction, as well as to the establishment of some unaided schools referred to above.

224. Some important changes have been made in the University regulations regarding the examinations for medical degrees since 1891-92. The rule under which candidates were excluded from admission to the degree of Doctor in Medicine, if they had not passed the B. A. examination beforehand, was rescinded in 1894. Any Bachelor of Medicine may now be admitted to this examination provided he produces a thesis approved by the President of the Faculty of Medicine, on some subject connected with medical science, and also a certificate to the effect that, subsequently to passing the M. B. examination, he has completed five years' practice in the medical profession or two years' hospital practice and two years' private practice, or two years' practice if he is a Graduate in Medicine with Honours, and that he bears a good moral character. Licentiates in Medicine and Surgery are admitted to this examination only, if they have passed the B. A. examination. Preliminary examinations are held by the University at the end of the second and third years, success in each of these examinations being a condition to the candidate's admission to the next higher examination; the whole course, up to the final license or degree, lasts for a period of five years. In certain cases, candidates who fail by a higher standard at which they aim may, under the University regulations, be passed by a lower standard. This makes the whole system of medical examinations a very complicated affair for an outsider to understand. In 1894, the General Council of Medical Education and Registration of the United Kingdom recognized the medical licenses and degrees granted by the Calcutta University as registerable in the Colonial List under section 13 of the Medical Act (1886).

225. *The Medical College.*—The strength of the different classes of the Medical College in 1892 and 1897 is compared in the subjoined statement:—

		1892.	1897.
1.	General Department, consisting of Matriculated students reading for the degree (males) ...	151	436
	(females)	5	4
2.	Military class (males)	82	18
3.	Female Certificate class (females)	17	10
	Total ...	255	468

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It was found that a large number of students annually brought their studies to a close before the final examinations, because they discovered, after a longer or shorter time, that they had no aptitude or not sufficient industry for medical studies. To prevent this waste of time and energy on the part of all concerned, it was ruled in 1894-95 that a test examination should be held at the close of each session of the 1st-year, 2nd-year, and 3rd-year classes, and students failing to secure a fixed minimum number of marks should not be promoted to the next higher class or allowed to attend the preliminary examinations of the University, and those failing a second time should be weeded out altogether and declared ineligible for re-admission. Drastic as the measures appeared to some people at the time, they had the salutary effect of stimulating industry and assiduity and of preventing the recurrence of the scandal that a large number of students had to leave the College in despair after years of attendance.

The female students of the College who have passed the (F.A.) examination get special scholarships of Rs. 20 per mensem each for five years, provided they do not hold any other scholarships, and also provided they bind themselves to serve Government for four years, if called upon to do so, after passing out of the College.

The matriculated male students of the College have to pay a session fee of Rs. 35, or Rs. 70 in all, for the two sessions of the year (summer and winter). Muhammadans pay half-rates, the other half being paid from the Mohsin Fund. No free presentations are offered at the beginning of the session; but fees are refunded to the ten students who pass highest in all subjects at the end of their first year of study. These ten are also awarded college junior scholarships of Rs. 8 each per mensem and free tuition for the next year. Scholarships of the same value are also awarded to the ten boys who pass first at the examination held at the end of the second year. Similarly, the ten first boys of the third-year class get senior scholarships of Rs. 12 each tenable during the fourth and fifth years of their study together with free tuition, provided they acquit themselves creditably at the fourth-year examination. Besides the above there are four endowed scholarships for the different classes. No student who fails at an examination at his first chance is eligible for any senior or junior scholarship at his second attempt.

226. With regard to the four Government vernacular medical schools, a Committee was appointed in 1894 to consider and report upon their position and requirements, and a resolution of the Government, dated the 28th March 1895, ordered the following important changes:—

(1) The staff at Sealdah was reduced Hospital Assistants being substituted for resident Assistant Surgeons; and the Cuttack School was strengthened by the employment of an Assistant Surgeon; (2) entrance to the schools at Patna and Cuttack was made permissible only to students who are natives of Bihar and Orissa; (3) the construction of a surgical and lying-in ward at the Campbell Hospital at Sealdah was sanctioned in order to improve facilities for practical instruction in surgery and midwifery; (4) the libraries and museums of the Dacca, Patna, and Cuttack Schools were to be enlarged and improved; (5) the course of instruction was made more practical; (6) the course was extended from three to four years; (7) transfer rules were sanctioned for the admission of students from one school to another; (8) an elementary knowledge of English was required from all candidates for admission; (9) the number of students was restricted to 250 at Sealdah and to 160 at each of the other schools; (10) scholarship-holders and free students were to enter into agreements to serve Government for a certain period if called upon to do so; and (11) improved arrangements were to be made for the separate tuition and boarding accommodation of female students.

These changes have been for the most part carried out. The bond system (clause 10) has, however, been abolished, scholarships being now given to encourage study without an agreement to serve Government.

The District and Municipal Boards have shown commendable liberality during the period under review in creating special scholarships for female students in the vernacular medical schools. All the District Boards in Bihar, those of Burdwan, the 24-Parganas, Pabna, Faridpur, Mymensingh, Backergunge, Tippera, and Puri, and the municipalities of Serampore, Boalia, and Dumraon

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deserve prominent mention in this respect. Nor have the efforts of the Bengal Branch of the Countess of Dufferin Fund been behindhand. This branch manages the hostel for female students of the Sealdah Medical School, which was constructed in 1895-96 at a cost of Rs. 1,07,830, of which Rs. 25,000 was paid by the Nawab Begum of Murshidabad and the balance from a legacy of Rs. 90,000 by the late Mr. Walter Thompson of Beheea bequeathed to the Bengal Government, for promoting the scientific and secular education of women in Bengal.

227. *Results of University Medical Examinations.*—At the University examinations during the last five years 88 students obtained final licenses and 16 the degree of Bachelor in Medicine and Surgery, including 4 who also obtained Honours in medicine. One of the licentiates and one of the Bachelors who passed in 1897, were female students. Only one student obtained the degree of Doctor in Medicine during this period.

228. The following statement shows the number of students who left the Medical College with professional certificates as military medical practitioners, &c., during the last five years:—

Certificates.	Number.
Issued to Military pupils	83
Ditto pupils of the female certificate class ...	8
Ditto midwives	81
Ditto native *dais*	53

The course of the female certificate class lasts four years. Women who know English, but have not passed the Entrance or any equivalent examination, are admitted to the midwifery class. The Government pays Rs. 20 per mensem towards the board of each pupil, besides free quarters. The tuition and bedside practice in the Eden Hospital lasts one year. Women who know only Bengali are admitted to the *dai* class, Government giving besides free quarters, Rs. 6 per mensem to each pupil up to a limit of eight. There is a hostel for female students of the College, known as the Svarnamoyi Hostel.

229. The following statement shows the results of the final examination of the different vernacular medical schools for the last five years:—

School.	Number passed at— The final Diploma examination.			The compounders' examination.			Remarks.
	Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8
Campbell (Sealdah) ...	245	26	271	192	3	195	
Dacca	(a)215	...	215	89	...	89	(a) Including the 4th-year students (12 in all) passed in 1897.
Patna (Temple)	(a)181	4	185	77	...	77	
Cuttack	(a)113	5	118	1	...	1	
Total ...	754	35	789	359	3	(b)362	(b) Including candidates from outside dispensaries.

The figures for the Temple Medical School at Patna include military students, but their exact numbers have not been ascertained. From tables supplied by the Superintendents of the Sealdah, Dacca, and Cuttack Schools, it appears that 45 final students of these institutions were taken into Government service during the period under review.

230. II.—Preparatory Technical Education.—This has been treated upon in the chapters on secondary and primary education and on training schools. Drawing is a compulsory subject for the Vernacular Mastership examination of the first-grade training schools. The number of final students passed from these schools during the last five years is 371, of whom 62 obtained special certificates in drawing, having secured 60 per cent. marks or upwards in that subject. There was, besides, a number of pupils who passed from the Government School of Art during the same period. The supply of drawing masters for high schools, therefore, is much greater now than at the beginning of

the quinquennium. The success in drawing of the candidates for the Entrance examination during the last five years, has been shown in the chapter on secondary education. Of the 518 candidates from the Province who passed in that subject in 1896-97 217 were from schools under public management, 293 from those under private management, and 8 were private students.

The only subjects of a technical character taught for the University Entrance examination are physical geography and elementary physics.

In middle schools the practical course is more thorough. There the pupils are instructed in Physics, Physical Geography, Hygiene and Mensuration. The question of introducing agriculture into the middle school curriculum is now under the consideration of Government. The Agricultural Conference which met last year, recommended the establishment of an Agricultural Class in connection with the Sibpur Civil Engineering College; and the scheme has been approved by the Secretary of State.

The course for primary schools also has its practical side. Here we have agriculture prescribed as well as physics for the upper examination, and instruction in sanitation is made compulsory for schools of both upper and lower classes. Besides these, mensuration according to Indian methods, and zamindari and mahajani accounts are taught. In the language text-book also some little information is given regarding agriculture and the nature of maps.

231. III.—Technical Education proper.—In the Resolution on Mr. Collin's Industrial Survey of the Province in 1889, the Local Government promised to encourage the establishment, by District Boards and through other agencies, of local schools of technical education wherever an effective demand for them might arise, and said that "it is to the maintenance of the Calcutta School of Art and of the Sibpur Engineering College on the highest possible scale of efficiency, and to their future development on various, if as yet unforeseen, lines, that the Lieutenant-Governor is chiefly inclined to look for the promotion of technical education." The following paragraphs are intended to show how far these expressions have been practically carried out during the period under review. As to mining engineering, no separate school has been opened for it, but special scholarships and facilities for practical instruction in mines have been provided for a limited number of students. No school for sericulture and silk-weaving, referred to in page 258 of Mr. Nash's review, has been opened.

Schools regarding which the Department has little or no information are the Government Veterinary School and the workshops at several places on the East Indian and Eastern Bengal State Railways.

232. The following table gives the usual statistics of attendance for the different classes of schools under this head :—

Year.	Engineering Colleges.		Schools of Art.		Engineering and Surveying Schools.		Industrial Schools.		Agricultural Schools and Colleges.		Other Schools.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1891-92	1	244	1	181	3	417	18	672	...	...	13	559
1896-97	1	310	2	301	4	595	23	623	...	...	14	571

233. *Engineering.*—The Engineering College at Sibpur is the only institution in the Province which is affiliated to the University in Engineering. There are three different University examinations in Engineering, viz., the first exmination in Engineering, to which any undergraduate of the University who has prosecuted a regular course of study in the Sibpur College for three years and any graduate in science (B course) who has done so for two

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years after passing the B. A. examination, may be admitted. On passing this examination and reading for another year candidates are examined for the License in Engineering if they hold Entrance certificates, and for the degree of Bachelors in Engineering if they hold F. A. or higher certificates; the two examinations are identical. There is also an examination for Honours in Engineering to which any graduate in engineering may be admitted, the subjects prescribed for it being one or more of the following:—Civil, Mining, and Electrical Engineering, the last two having been introduced in 1892-93. No examination is held for the degree of Master in Engineering. Any Bachelor in Engineering who has passed the Honour examination may be admitted to this degree, provided that two members of the Faculty of Engineering or two Masters in Engineering testify, to the satisfaction of the Syndicate, that since graduating, he has practised his profession with repute for four years; that in habits and character he is a fit and proper person for the degree of Master, and provided also that he produces an essay approved by the President of the Faculty of Engineering, on some subject connected with engineering.

234. *Sibpur Engineering College.*—The College now consists of three departments, viz., the Engineer Department, preparing candidates for the University examinations; the Apprentice Department, for training foreman mechanics, overseers, and sub-overseers; and Artizan Department, which was re-opened in 1894-95. As stated in the preceding paragraph, the University does not require higher general qualifications than the Entrance certificate for the License Examination and the F. A. certificate for the B. E. degree. The ordinary course, which is both theoretical and practical, lasts four years, after which the students have to undergo one year's practical training in order to get college certificates. In 1892-93 the University reduced the course by one year in favour of B. A's. in science, so that they could be admitted direct to the second-year class from that year. The next year (1893-94) the number of admissions was restricted to 40 a year, and it was decided by the college authorities that none but F. A. certificate-holders or B. A's. were thenceforth to be admitted to the institution. In the near future, therefore, the examination for License in Engineering will be practically abolished, as all the candidates will be eligible for the degree of B. E. under the University regulations.

Previously to 1893-94 there was an examination held by the College authorities for the admission of students to the Apprentice Department. But so great was the demand for trained labourers, and consequently so large was the number of students who flocked in for admission to this Department, that the number of admissions had to be restricted to 60 a year, the College examination system was abolished, and a preliminary general education of a higher nature than before was insisted on from that year, viz., success in the Entrance examination, at least in English and mathematics, or in the examination in Standard VII of the European Code. In 1895-96 the standard was further raised, and it was decided that none but those who had passed the Entrance or the Standard VII examination by the full test should, in future, be admitted to this Department. The full course of instruction for apprentices also lasts five years; apprentices who leave the institution at the end of the $3\frac{1}{2}$ years' course being entitled to a third-grade overseer's certificate, and those who work for $1\frac{1}{2}$ years more in the workshops exclusively, being entitled to a "Sub-Engineer and Foreman Mechanic," or "Upper Subordinate and Foreman Mechanic" certificate according to proficiency.

The practical part of instruction is imparted in the attached workshops, which were under the Public Works Department till 1893-94, and which were after the close of that year, placed under the exclusive control of the Principal —a much-needed reform, which was effected after a protracted correspondence, and at a cost of Rs. 50,000 for carrying out the necessary changes.

A class for photography was added to the College in 1892-93, a mining laboratory was sanctioned in 1894-95, and full practical course in electric engineering was introduced in 1895-96, Rs. 80,000 having been sanctioned by Government for a complete electric installation for the lighting of the College. To meet the expenses of running it, sanction was accorded last year to levy one rupee upon each student for ten months of the year, together with a charge on the residential quarters of the Professors and the messes. Large sums were also expended from time to time to provide increased accommodation—Rs. 11,000 in 1892-93

for a hospital building, Rs. 12,000 in 1895-96 for laboratories, and Rs. 10,000 in 1896-97 for a blacksmith's shop.

The tuition fee in the Engineer Department is Rs. 8 per mensem, nothing being charged after the theoretical course is over. The messing fees for such as reside upon the premises are Rs. 20 *plus* Rs. 2 for rent for Europeans and Eurasians, and Rs. 7 *plus* Rs. 2 for rent for Indians. Residence in the College premises is compulsory on the pupils of the Apprentice Department. The charge for Europeans and Eurasians up to 25 in number is Rs. 5 each per mensem, whilst 5 are admitted free, and for Indians up to 40 in number Rs. 2 each per mensem. Apprentices in excess of these numbers are to pay the same messing fees as Engineer students.

One junior scholarship of Rs. 20 a month, 3 of Rs. 15, and 6 of Rs. 10—all tenable for two years—are given annually to students entering the Engineer class, if they do not already hold Government scholarships. Students who have passed the F. A. examination in the third division are not eligible for these scholarships. Two scholarships of Rs. 10 a month each, tenable for one year, called Forbes' scholarships, are awarded on the result of the First Examination in Engineering. A Forbes' scholar, unless he also holds a College scholarship, is exempted from the payment of the tuition fee, Rs. 8 a month. There are besides six graduate scholarships of Rs. 50 each, tenable for one year, and two graduate mining scholarships of the same value, tenable for two years, which are awarded on the result of the University examinations for degrees and licenses to enable the students to undergo a course of practical training. The mining scholarships are reserved for such holders of the B.E. degree as purpose to take up mining as a profession and learn it in any mine approved by the Government. One mining scholarship being equal in value to two ordinary graduate scholarships, the latter are increased in proportion if the former are not either wholly or partially taken up in any particular year.

In the Apprentice Department ten stipends of Rs. 10 and ten of Rs. 6 each are awarded to successful students at the final examination after $3\frac{1}{2}$ years' study, to enable them to undergo a further training in the workshops for $1\frac{1}{2}$ years. There are besides scholarships awarded by the various local bodies to pupils who join this department from the affiliated technical schools in the mufassal.

The number of appointments guaranteed to the pupils of this College was till 1894-95 one (and two in every alternate year) for the Engineer Department and two for the Apprentice Department. In 1895-96 this was reduced to one for each department. As the appointment guaranteed for the Apprentice Department was to be that of a third-grade overseer on the non-pensionable establishment of the Railway Branch, the prospects, wrote the Principal, were not sufficiently good to induce the best European and Eurasian students to accept it, as they could get better employment under private firms. Besides employment under Government and private firms, the graduates or licentiates of the Engineer class are appointed District Engineers after five years' experience in engineering works.

The Principal of the Sibpur College was authorised to inspect the technical schools in the mufassal in 1892-93, in order to bring the course of instruction followed in them into some uniform system, so as to prepare them gradually for affiliation to the Apprentice Department. This, together with the rules of affiliation sanctioned by Government, will be noticed later on.

235. The strength of the different departments of the Sibpur College at the beginning and the end of the period under review is shown below:—

	Roll number in	
	1892.	1897.
Engineer Department	87	98
Apprentice „	157	205
Artizan Class	...	7
Total ...	244	310

The expenditure on the College has risen from Rs. 92,801 to Rs. 1,09,226, of which Rs. 96,481, against Rs. 83,042, was paid from the Provincial revenues.

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236. The following statement shows the results of the Degree and License examinations held in July every year for the last five years :—

Year.	Passed as L.E.	B.E.	Total.
1892-93	2	4	6
1893-94	3	2	5
1894-95	1	5	6
1895-96	3	3	6
1896-97	3	8	11
Total	12	22	34

Regarding the heavy failure at these examinations year after year, the Principal observed as follows in 1895-96 :—"It is no uncommon occurrence to find in a paper of, say, ten questions, one or two questions which would take up the full time of the candidates to answer them thoroughly. This state of affairs must continue as long as the University fails to engage the services of examiners in engineering subjects who have had previous training in the art of examining." The results of the College examination are generally satisfactory, and certificates are sometimes granted to students who fail to pass the L. E. or B. E. examinations, but have completed their course of instruction.

237. The College authorities themselves examine the Apprentice Department and issue certificates to overseers. Over one hundred final certificates were so issued during the past five years. An examination for the fourth-grade accountantship in the Public Works Department is also conducted by the staff of this College; but the candidates being private students, the results are not always registered in the departmental returns.

238. *Calcutta School of Art.*—This institution has nothing to do with the University; certificates of proficiency are issued by the Superintendent. The course of instruction is divided into two parts. The first affords a systematic instruction for general draftsmen, elementary drawing masters, industrial art workmen and designers, and includes, in addition to free-hand drawing and modelling, perspective drawing, architectural drawing, elementary painting, advanced design, wood engraving, and lithography. The second part is intended for painters of various classes and sculptors. The pupils thus form two main divisions, according as they elect to pursue the former or the latter course of study.

Students are admitted at first as probationers for six months; and if at the end of the period, any of them is found not to possess sufficient aptitude to ensure his success in it as a profession, notice to that effect is given to his guardian in order that he may enter upon some other pursuit for which his abilities may be better fitted.

The fee-rate for division (1) is Rs. 3 a month for ordinary students and Re. 1 for sons of artisans and industrial workmen; for division (2) it is Rs. 5. There is an artisan class in which 8 annas per pupil is charged. Free admission is given to a limited number of deserving students in division (1), preference being given to sons of artisans and teachers. Scholarships to the total value of Rs. 75 per mensem are also awarded on the annual examination of this division. In division (2) free studentships and scholarships are not given except in very special cases of students with small means who show marked original talent.

The separation of the course of study into two main parts and the division of the classes based upon them were effected during 1896-97. The defects in the former working of the school which called for these changes are briefly described by the Superintendent as follow :—

"The study of design, the foundation of all art, was entirely ignored, and throughout the general drawing and painting classes, the worst traditions of the English Provincial Art schools forty years ago, were followed. There were no general classes for practical geometry, mechanical drawing, and perspective. Oriental art was more or less ignored, thereby taking the Indian Art students in a wrong direction. There was, besides, no regular examination system for the issue of certificates to deserving students."

By the changes now introduced it is claimed that a practical and efficient training will be given to drawing masters, designers, architectural and mechanical draftsmen, modellers, wood-engravers and lithographers in division (1) and Oriental Art will be the basis of all instruction given. All students will be instructed in ornamental design, and success at the school examination will be the sole condition for the issue of certificates of proficiency. In division(2) greater attention will be given to the development of the student's aptitude for the higher branches of painting and sculpture, and they will be brought much more quickly to the direct study of nature and the human figure.

The school was removed to its present house at Chowringhee in 1892-93, when a photographic class was also added to it. The site and the construction of the new building cost about three lakhs.

The number of students attending the institution has advanced during the last five years from 181 to 261. The total cost has declined from Rs. 31,507 to Rs. 29,171, of which Rs. 22,961 was paid by Government, against Rs. 27,352 in 1891-92.

239. The following statement shows the results of the examination held in 1896-97 :—

Subjects.	Candidates.	Number passed.		
		1st Division.	2nd Division.	Total.
1. Free-hand drawing ...	173	13	64	77
2. Model drawing	117	20	40	60
3. Drawing foliage from nature	83	8	32	40
4. Light and shade study ...	93	3	22	25
5. Orthographic projection ...	37	2	16	18
6. Projection of shadows ...	29	3	16	19
7. Measurement drawing ...	32	13	13	26
8. Geometry	61	6	17	23

At the final examination held in the school during 1896-97 there were 99 candidates of whom 58 were successful.

The students of the lithographic class were engaged in 1896-97 in preparing a set of free-hand examples of oriental type for Indian Art schools and classes ordered by the Government of India. The wood-engraving class executed diagrams for the Superintendent of the Indian Museum, the Geological Survey, and illustrations for various publications ordered by the Director of Land Records and Agriculture in Bengal. The Superintendent reports that, in these two classes, the natural Indian talent for patient and minute work finds scope, and that some of the most useful and creditable work the school has done, has been in the illustration of scientific publications issued by the different Government departments.

Passed students of the school readily find employment in various capacities. During 1896-97, 12 students were appointed as drawing masters on salaries ranging between Rs. 25 and Rs. 45, and 16 students as draftsmen on Rs. 20 to Rs. 40 a month. One student of the photographic class was employed by a private firm on Rs. 70. Arrangements were made in 1892-93 with the Office of the Survey of India for a number of specially trained students to be admitted annually as probationers in the Drawing Office, the pay commencing with Rs. 20, and rising gradually to Rs. 120.

240. Attached to the school is the *Government Art Gallery*. It is being re-arranged, so as to make it, as far as possible, illustrative of the historical development of Art from its beginning in pure ornament to its highest finish in what is called "Fine Art." It will be divided into three parts—the first will illustrate Oriental applied art or art in its relation to industry; the second will be devoted to oriental architecture and oriental decoration; and the third, or the Fine Art section, will show the highest development of pictorial and plastic art. Several very fine specimens of old *bidri ware*, Burmese silver work, Persian silk embroidery, a very fine important volume of reproductions of the finest oriental carpets published by the Austrian Government, a model to scale of the interior of Wazir Khan's mosque, and some fine paintings by Persian and Indian artists of the Mogul period, were added to it last year. The Government grant is Rs. 10,000 a year as before of which Rs. 8,374 was spent during the year, and the balance has been regranted to meet the cost of purchasing Mr. Griffith's forthcoming work on the decorations of the Ajanta caves, and some other works of artistic importance which have been ordered.

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The other school, returned under this head, is the Indian Art School (unaided), which was started in Calcutta in 1896. It is not of sufficient importance to require any detailed notice.

241. *Engineering and Survey Schools.*—These are the three survey schools maintained by the Department at Dacca, Patna, and Cuttack, and the unaided survey class for *amins* started in Mayurbhanj, in the Orissa Tributary Mehals, in 1892-93. The utility of the Government schools was called in question in 1892-93. It was charged against them that they failed to supply surveyors for the work of the Survey Department. The matter was fully discussed, and it was found that these schools really taught a higher standard than was required by that Department, which only offered a rate of pay corresponding to its requirements; and that in other departments and in private service, the past students of the schools found abundant employment at remunerative rates. The following proposals were accordingly made in 1894-95 :—

(1) That fee rates were to be increased to make the schools self-supporting as far as possible.

(2) That a certain amount of knowledge of English should be required from students, more at Dacca, less at Patna and Cuttack.

(3) That the course of the first year should be so arranged that students passing through it should be qualified for Government service as *amins*, the salaries attached to these posts being lower than what students who had passed through the full two years' course, could look to.

(4) The course to be extended by the addition of some manual work in wood and iron.

(5) That the survey schools should be more closely connected with the public offices, so that untrained men might no longer be employed by officers ignorant of the fact that the survey schools turned out trained men in abundance.

(6) That a cadastral survey, similar to that undertaken by the Dacca School, should be carried out by the students of the other schools, so as to turn out a series of maps of permanent value.

Most of these proposals have since been carried out, and a carpenter's shop was added to the Dacca School during 1896-97. The Patna School has been strengthened by the amalgamation with it of the Bihar Industrial School. It now goes by the name of the Bihar School of Engineering and is the most important school of engineering in the Province next to the Sibpur College. For further particulars regarding it the supplementary portion attached to this chapter may be referred to.

242. The following statement shows the strength of the different Government survey schools at the beginning and end of the period under review:—

School.		Roll number in—	
		1892.	1897.
Dacca	...	268	324
Patna	...	107	194
Cuttack	...	42	73
Total	...	417	591

243. The following statement shows the number of students who obtained final certificates from the survey schools during the last five years:—

Year.		Dacca.	Patna.	Cuttack.	Total.
1893	...	64	55	15	134
1894	...	60	28	16	104
1895	...	106	60	15	181
1896	...	76	53	21	150
1897	...	68	27	21	116
Total	...	374	223	88	685

There were besides 16 students who passed as overseers and 47 as amins from the Bihar School of Engineering during 1896-97.

It had been pointed out that natives of Bengal made their way to the Patna and Cuttack Schools with the object of securing the scholarships attached to them to the detriment of natives of those provinces for whom they were primarily intended. Orders were accordingly issued in 1892-93 that the scholarships were, thenceforth, to be awarded only to natives of Bihar and Orissa, including domiciled foreigners.

244. *Industrial schools.*—The Government Resolution quoted above gave a sudden impetus to the schools of this class, which for the first four years of the quinquennium went on increasing in number and strength under the auspices of the various District Boards and private bodies by whom they were started. The maximum was reached in 1895-96, when there were 29 industrial schools in the Province, with an attendance of 812 pupils. After this there was a sudden decline, the number returned in 1896-97 being 23 schools with 623 pupils.

Of the three Government schools of this class returned in 1891-92, Ranchi alone exists with its attendance somewhat improved (from 29 to 38 pupils). The blacksmith's shop and the carpentry class both in the Sonthal Parganas were closed as they were not worth the money that was being spent upon them. There are now 6 Board industrial schools against 3 in 1891-92.

The aided schools number 14, against 6 in 1891-92. Five of them which have been started in the Chota Nagpur Division from primary fund money to serve as rudimentary workshops for carpenters and blacksmiths are of little importance.

245. *The Affiliation of Industrial Schools to the Sibpur College.*—The question arose in 1892-93 as to how to utilise the industrial schools as they came into existence all over the Province. It was decided that the Sibpur College with its various departments was obviously the central technical institution to which these mufassal schools should send their best boys for final training, and from which they should receive their supply of teachers. It was thus that the Principal of the Sibpur College was authorised to visit these schools with a view to bringing their course of instruction into some uniform system, so as to prepare them gradually for affiliation. As the result of his inspection, the Principal pointed out in 1894-95 that the technical schools were in some districts hampered by the variety in the views of those responsible for them and the experimental proposals now and then put forward by non-professional advisers. He considered it essential that at least in the early stages of instruction, a uniform course should be followed in all. He found that throughout the Province there was a desire to add surveying to the course, though the Sibpur College and the survey schools were quite capable of turning out as many surveyors as were needed in Bengal. He therefore gave it as his opinion that no surveying should be taught in these schools in the primary stage, in which the course should be rigidly confined to work in wood and iron. Else, he feared, we should find increasing difficulty in overcoming the traditional repugnance to manual labour which meets us at every turn amongst certain classes in India. This advice was followed.

The affiliation of these industrial schools to the Sibpur College was sanctioned by Government in 1894-95, and the rules provided that they should be subject to periodical inspection by the Principal; that students from them should be admitted under certain conditions to the annual examinations of the Sibpur College; and if successful thereat, should be admitted to the second or third-year class of the Apprentice Department; and that these schools should be entitled to obtain machinery from the Sibpur Workshops at cost price. A number of schools gladly availed themselves of these rules, the most important of them being the Bihar School of Engineering and the schools at Rangpur, Pabna, Comilla, Mymensingh, and Burdwan.

246. *"Other" Schools.*—The "other schools" shown in the preceding table consist of a miscellaneous group, of which the Deaf and Dumb School in Calcutta, started in 1893, and the Title and Vedic classes attached to the Sanskrit College, which have been returned as a separate institution in 1896-97, deserve prominent mention. The school for deaf mutes has an industrial side, as, besides reading and writing, it teaches drawing, painting, and tailoring. Further particulars regarding these schools will be given in the supplementary portion of the present chapter.

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SUPPLEMENTARY.

247. The following statement gives the comparative statistics of technical colleges and schools for the past two years:—

Class of schools.	1895-96. Schools.	1895-96. Pupils.	1896-97. Schools.	1896-97. Pupils.
Law Colleges and schools ...	15	1,114	16	1,111
Medical schools	12(*a*)	1,854	11(*a*)	1,950
Engineering and Surveying ...	5(*b*)	944	5(*b*)	905
Schools of Art	2	284	2	301
Industrial schools	29	812	23	623
Other schools	12	422	14	571
Total ...	75	5,430	71	5,461

(*a*) Including the Medical College.
(*b*) Including the Sibpur Engineering College.

The fluctuations in the number and pupils of each class of institutions will be explained under their respective heads.

248. The following table shows the fluctuations in the number of professional students:—

Year.	Law.	Medicine.	Engineering and Surveying.	Arts and Industry.	Other special schools.	Total.
1	2	3	4	5	6	7
1892-93 ...	488*	1,545	764	915	447	4,159
1893-94 ...	509*	1,747	933	1,034	586	4,809
1894-95 ...	642*	1,784	922	1,065	701	5,114
1895-96 ...	1,114 (*a*)	1,854	944	1,096	422	5,430
1896-97 ...	1,111 (*b*)	1,950	905	924	571	5,461

* Excluding pleadership classes.
(*a*) Including pleadership classes containing 373 pupils.
(*b*) Ditto ditto ditto attended by 453 do.

249. LAW.—The subjoined statement gives the statistics of Law Colleges in full detail:—

Name of Institution.	Number of institutions.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	Expenditure—From public funds: From provincial revenues.	From district funds.	From municipal funds.	Expenditure—From private funds: From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil: Cost to public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Law Colleges.											
1. Hooghly College	1	9	9	...	...	...	782	...	782	...	86 14 3
2. Dacca ,, ...	1	70	88	—1,980	...	...	4,380	...	2,400	...	27 4 4
3. Patna ,, ...	1	32	35	...	...	...	2,400	...	2,400	...	67 0 7
4. Krishnagar ,, ...	1	9	12	...	...	...	650	...	650	...	54 2 8
5. Rajshahi ,, ...	1	12	15	...	...	...	637	646	1,283	...	85 8 6
6. Ravenshaw ,, Cuttack	1	8	10	...	...	...	721	...	721	...	72 1 7
7. Chittagong ,, ...	1	18	17	..	...	...	1,320	...	1,320	...	77 10 4
Total ...	7	158	186	—1,980	...	...	10,890	646	9,556	...	51 6 0
Municipal Law College.											
1. Midnapore College	1	12	1	...	...	...	995	...	995	...	90 7 3
Unaided Law Colleges.											
1. Metropolitan Institution	1	139	131	Expenditure included in that of the General Department.							
2. City College	1	195	198	...	...	...	4,662	...	4,662	...	23 8 8
3. Ripon ,, ...	1	415	417	...	...	...	15,725	...	15,725	...	37 11 4
4. Berhampore ,, ...	1	11	10	...	...	...	600	600	1,200	...	120 0 0
5. Tej Narayan Jubilee ,, Bhagalpur	1	29	27	...	...	...	1,405	...	1,405	...	52 8 0
6. Bangabasi ,, ...	1	47	49	...	...	...	1,489	..	1,489	...	30 6 2
7. Rajchandra ,, Barisal ...	1	35	36	...	...	...	372	...	372	...	10 5 4
8. Bihar National ,, Bankipore	1	70	61	Expenditure included in that of the General Department.							
Total ...	8	941	929	...	...	...	24,253	600	24,853	...	26 10 11
TOTAL LAW COLLEGES ...	16	1,111	1,126	—1,980	...	...	36,138	1,246	35,404	...	31 4 0
Total for 1895-96	15	1,114	1,074	—1,504	...	...	25,110	1,241	24,847	...	23 2 1

The new Law College of the year is attached to the Bangabasi College of Calcutta.

250. In the following statement the number of students of the B.L. and Pleadership classes attached to the different institutions is shown separately:—

Law class attached to—	Number on the rolls on the 31st March 1897.		
	B. L. Class.	Pleadership Class.	Total.
1	2	3	4
Government Colleges.			
1. Hooghly	9	...	9
2. Dacca	30	40	70
3. Krishnagar	6	3	9
4. Patna	32	...	32
5. Ravenshaw Cuttack	6	2	8
6. Rajshahi	2	10	12
7. Chittagong	...	18	18
Total	85	73	158
Municipal College.			
1. Midnapore	3	9	12
Unaided Colleges.			
1. Metropolitan	72	67	139
2. City	115	80	195
3. Ripon	311	104	415
4. Berhampore	7	4	11
5. Tejnarayan Jubilee, Bhagalpur ...	14	15	29
6. Bangabasi, Calcutta...	20	27	47
7. Rajchandra, Barisal	5	30	35
8. Behar National, Bankipore	26	44	70
Total	570	371	941
Grand Total	658	453	1,111

There has been a falling off in the number of students reading for the B.L. degree from 741 to 658. Government colleges have lost 12 pupils, the Municipal College at Midnapore 2, and the unaided colleges 69. The Pleadership classes, on the other hand, show a gain of 80 pupils, those in Government colleges having lost 17 and those in Municipal and unaided colleges having gained 97.

251. The following table shows the results of the last B.L. examination, college by college:—

Name of Institution.	Number of candidates.	Passed in the—		
		First Division.	Second Division.	Total.
1	2	3	4	5
Hooghly College	9	...	4	4
Dacca College	20	2	9	11
Krishnagar College	3	...	2	2
Patna College	16	...	5	5
Ravenshaw College, Cuttack ...	4	...	2	2
Rajshahi College	4	...	3	3
Midnapore College	4	...	1	1
Metropolitan Institution ...	63	3	32	35
City College	69	1	33	34
Ripon College	182	8	86	94
Berhampore College	7	...	4	4
T. N. Jubilee College, Bhagalpur ...	6	...	3	3
Bihar National College	7	...	4	4
Rajchandra College, Barisal ...	5	1	1	2
Jagannath College, Dacca* ...	1	...	...	...
Total	400	15	189	204
Total for 1895-96 ...	348	1	139	140

* *This college is no longer affiliated to the University in Law.*

TECHNICAL EDUCATION.

The percentage of success shows a rise from 40 to 51, for which, as in the case of other university examinations, it is difficult to assign any satisfactory reason. All institutions which sent up candidates to this examination were successful and every one of them passed more pupils than in the preceding year, except the Bihar National College, which passed 4 pupils in 1896-97 against 5 in 1895-96. There was one candidate for the examination in Honours in Law; but he was unsuccessful.

252. MEDICINE.—The following statement gives the statistics of medical institutions in full detail:—

NAME OF INSTITUTION.	Number of institutions.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	EXPENDITURE— From public funds. From provincial revenues.	From district funds.	From municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL. To public funds.	To private funds.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Medical College, Calcutta	1	468	503	1,58,676	...	...	37,469	...	1,96,145	315 7 4	389 15 2
Government Medical Schools.											
1. Sealdah	1	255	288	42,460	...	...	7,695	...	50,155	147 6 10	174 2 5
2. Dacca	1	143	136	16,984	...	...	4,078	...	21,062	124 14 5	154 13 10
3. Patna	1	132	135	31,646	...	13	3,212	962	35,833	234 9 4	265 6 10
4. Cuttack	1	112	117	5,202	100	...	2,163	447	7,912	45 5 0	67 11 9
Total ...	4	642	676	96,292	100	13	17,148	1,409	1,14,962	142 9 9	170 1 0
Unaided Medical Schools.											
1. Calcutta School of Medicine ...	1	504	528	...	...	...	10,536	902	11,438	...	21 10 7
2. Ditto of Homœopathy ...	1	90	75	...	...	...	2,000	...	2,000	...	26 10 8
3. Electro-Homœopathic School ...	1	6	14	...	...	...	150	...	150	...	10 11 5
4. Bengal Electic Medical Institution	1	106	72	...	...	...	1,427	...	1,427	...	19 13 1½
College of Physicians and Surgeons of Bengal.	Furnished no returns this year.										
5 & 6. Schools of Homœopathy in the Dacca Division.	2	134	130	...	...	...	1,144	...	1,144	...	8 12 9
Total ...	6	840	819	...	...	...	15,257	902	16,159	...	19 11 8
TOTAL MEDICAL SCHOOLS ...	11	1,950	1,998	2,54,968	100	13	69,874	2,311	3,27,266	127 10 8	163 12 0
Total for 1895-96	12	1,854	1,914	2,69,605	100	...	69,192	16,264	3,55,161	140 12 9	185 8 11

The unaided College of Physicians and Surgeons furnished the Department with no returns for the year, thus there has been an apparent loss of one institution under this head. The medical students show an increase from 1,854 to 1,950, the Medical College alone having gained 93 pupils and the unaided medical schools 123. But there was a decline in the numerical strength of the vernacular medical schools maintained by Government, under the system of restriction noticed before, so that at the close of the year under report, they had 120 pupils less on the rolls than in the preceding year.

253. *Medical College, Calcutta.*—A summary of the report on this institution has been given in the quinquennial portion of this chapter. The

following table shows the results of the medical examinations held by the University:—

Discription of Examinations.	Number of Candidates.		Number passed in—																Total Passed.		
			Preliminary Scientific L. M. S.		First L.M.S.		Second L.M.S.		Preliminary Scientific M.B.		First M.B.		Second M.B.		Honours in Medicine.		Doctors in Medicine.				
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1. Preliminary Scientific L.M.S. (held in April 1897).	105	...	87	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	87	...	87
2. First L.M.S. (held in April 1897)	135	3	...	...	45	3	...	...	...	...	...	...	...	...	...	...	...	...	45	3	48
3. Combined Preliminary Scientific and first L.M.S.	4	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	3
4. Second L.M.S.	32	...	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	11	...	11
5. Ditto re-examination held in November 1896.	17	1	...	...	...	...	15	1	...	...	...	...	...	...	...	...	...	...	15	1	16
6. Preliminary Scientific M.B. (held in March 1897).	108	2	42	1	...	...	...	...	17	1	...	...	...	...	...	...	...	...	59	2	61
7. First M.B. (held in March 1897)	13	2	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	5	...	5
8. Combined Preliminary Scientific and first M.B.	9	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1
9. Second M.B.	9	2	...	...	...	...	...	...	...	...	...	...	3	1	...	...	...	...	3	1	4
10. Honours in Medicine (held on the 25th May 1897).	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	1
11. Doctors in Medicine	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	435	10	133	1	45	3	26	1	17	1	5	...	3	1	1	...	...	...	230	7	237
Total for 1895-96 ...	452	12	147	5	65	...	28	...	9	2	5	...	3	...	...	...	1	...	258	7	265

As stated before, candidates failing by a higher standard may be treated as passed by a lower standard. This is the reason why of the 110 students who attended the preliminary scientific M.B. examination 43 have been shown as successful by the preliminary scientific L.M.S. standard. In the same way, though all the 9 candidates for the combined preliminary scientific and first M.B. examination failed by that standard, one of them was declared to have passed by the preliminary scientific L.M.S. standard.

Out of 445 candidates, (including 10 females) who presented themselves at the different university examinations, 237, (including 7 females) were successful. The percentage of success (55) was slightly less than in the preceding year (57). The success of two female students at the final examinations (second L.M.S. and second M.B.) is a specially satisfactory feature of the year's operations. A male student also passed the examination for Honours in medicine, but both the candidates for the degree of Doctor failed.

Since the first examination of the Medical College, 1,422 students have obtained their degrees and licenses in Medicine and Surgery. Of these, 30 were Cingalese, 399 were military pupils coming from various provinces, 10 were Burmese, and the rest (983) were Bengalis.

254. The following statement shows the results of the examinations of military students, midwives, &c., held during the year by the college authorities:—

	Number passed.
Military students	12
Female certificate class	2
Midwives	18
Native *Dais* (from the Eden Hospital) ...	9

255. *Campbell Medical School, Sealdah.*—The extended course of four years' study was introduced in June 1896, and the staff was accordingly increased during the year by the appointment of a teacher of Hygiene, a teacher of Chemistry, and a Demonstrator of Pathology and Physiology. There were hence 8 teachers, 3 demonstrators and 5 tutors. The tutors were all Resident Civil Hospital Assistants. The honorary post of the teacher of Hygiene was held by Assistant Surgeon Kedar Nath Das, M.D., Registrar of the Calcutta Medical College.

The female class had 23 pupils on 1st April 1897, of whom 11 belonged to the 3rd-year class and 12 to the 2nd-year class. Six students obtained diplomas at the final examination, of whom 2 were Eurasians and 2 Native Christians; 1 was a Hindu and 1 a Brahmo.

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The conduct of the female students was satisfactory. It has been decided that all of them, except married women, shall live in the Lady Elliott Hostel which is under the control of the Ladies Committee of the Lady Dufferin Fund, the cost of maintaining the institution being borne in equal shares by Government and this Committee.

The male students in the Licentiate Department numbered 147 on the 1st April 1897 ; of whom 82, or 55 per cent., held the Entrance or F. A. certificates, 32, or 21·76 per cent., had failed in the Entrance examination in one or two subjects, 26, or 17·68 per cent., had passed the middle English examination, 2 or 1·36 per cent. held certificates of fitness from the Director of Public Instruction, Assam, 3, or 2 per cent., had passed the middle vernacular scholarship examination, and only 2, or 1·36 per cent., held no certificates at all. A certificate below the middle English is no longer accepted as the Entrance qualification of a candidate except as regards the Burmese and Assamese.

Out of 74 male students who appeared at the final examination during the year, 50, or 67·56 per cent., passed, against 40, or 67·79 per cent., in the preceding year. Six examiners were paid remunerations for the first time, to the extent of Rs. 900.

Two passed students of the school were taken into Government service during the year.

There were no pupils in the female compounder class. In the male class there were 41 ; but no examination was held during the year.

Arrangements have been made to train six Civil Hospital Assistants of the second grade in medico-legal subjects for six months.

256. *Dacca Medical School.*—There were 137 males and 6 females on the rolls at the close of the session against 193 males and 4 females. Five of the male students were in the 4th-year class. Of the female students 4 belonged to the 2nd-year and 2 to the 1st-year class. All the new students who joined in 1896-97, except Muhammadans and pupils from Assam and Cooch Bihar admitted under special conditions, had at least appeared at the University Entrance examination. Two of the female students of the 2nd-year class have been promoted, since the close of the year, to the 3rd-year class. No female student has passed the final examination from this school as yet. There is no hostel for female students, who at present live with relatives in the town.

All the five students of the 4th-year class passed the examination in the new 4th-year course. At the diploma examination of the the 3rd-year class, 22 candidates passed out of 37 who presented themselves, against 74 out of 77 in the preceding year. The results for 1896-97, however, do not include the nine students of the 3rd-year class, who, on their failure at the diploma examination, have been remanded for re-examination. Only one of the passed pupils was a Muhammadan; the rest were Hindus. Four of them got employment under Government during the year. The 4th-year students were in receipt of scholarships at the rate of Rs. 20 a month each. Twenty-one pupils passed the two half-yearly examinations of the compounder class attached to the institution.

257. *Temple Medical School, Patna.*—There were 116 male students, including 5 in the 4th-year class, and 4 female students, including 1 in the 3rd-year class of the Licentiate Department, besides 12 in the compounder class. The Superintendent attributes the decrease in the number of pupils to the extension of the term of study to four years instead of three, and to the higher standard of general education now required from students seeking admission. Inducements in the shape of three scholarships of Rs. 20 a month each, were offered to chosen students to continue their studies according to the new curriculum for another year. At first pupils were slow to join, and it was not till they were promised exemption from examination in subjects in which they had already passed, that the class was formed. Of the female students, 1 is a European who failed to pass the final examination of the 3rd-year class, and was remanded for 3 months; 2 were Madrasi Hindus, and 1 a Bengali Brahman. There was thus no Bihari female medical student. "With my better knowledge, writes the Superintendent, "of the conditions of life in Bihar, it appears to me extremely unlikely that the Bihari women will ever be medical students." He does not recommend, therefore, the construction of any female hostel for the present, but suggests the plan of making female students live at or near the zanana hospital,

which is managed by qualified European ladies, and is undenominational. The practical knowledge may be acquired there, and the hospital fund paid Rs. 50 for every student that attends it. This will form the subject of a separate report.

There were 41 inmates in the students' barracks,—26 in the pay of the Government of the Central Provinces, and 15 local. They were accommodated in batches of 10 under monitors selected by themselves. The monitors were of much help in maintaining discipline and keeping the barracks clean. There is a gymnasium, which is popular, especially with the pupils from the Central Provinces.

All the 5 pupils of the 4th-year class passed with credit, and 2 of them have already been taken into Government service. At the diploma examination of the 3rd-year class 40 male students were allowed to appear, of whom 24 passed (17 local and 7 Central Province students). Ten male students who failed in one subject only were remanded for three months. The percentage of success was 60 against 80 in the year before; but the low figures for the year under review is accounted for by the exclusion of the remanded pupils, some of whom will, no doubt, pass at the re-examination.

Altogether 8 compounders obtained certificates of proficiency during the year, 1 from the school and 7 from outside dispensaries. Passed compounders are always enquired for, and good men command high salaries. The Superintendent hopes that the recent rise of pay sanctioned by Government to compounders in its service will attract better students in future. It is in contemplation to open a class for vaccinators in connection with the school.

258. *Cuttack Medical School.*—At the close of the session on the 10th March 1897, there were 105 male and 5 female students (against 130 males and 5 female students) on the rolls in the Licentiate Department, of whom 2 males were in the new 4th-year class and 2 females were in the 3rd-year class. Of 36 students admitted during the year, only 4 had no knowledge of English. Four of the female students were Native Christians, and one was a Hindu. One hundred and one of the male students lived in the school hostel. A separate block is provided for female students. Physical training is attended to, and a football club was started during the year.

Both the students of the 4th-year class passed creditably in the special subjects taught, and one of them has been already taken into Government service. Thirty-two students (including a female) attended the Diploma examination, of whom 30 (including the female) passed, and two, having failed in one subject only, were remanded for three months.

Two students passed from the compounders' class during the year.

259. The following table compares the expenditure from public and private sources and the average cost per pupil in the four Government vernacular medical schools for the past two years:—

Name of School.	Number of institutions.	Number of pupils on the rolls on the 31st March.	Average monthly roll number.	Expenditure from—					Total.	Average annual cost of educating each pupil.	
				Public funds.			Private funds.				
				From—			From—				
				Provincial revenues.	District fund.	Municipal fund.	Fees and fines.	Other sources.		Cost to public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
1896.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Sealdah	1	273	321	44,755	...	...	9,554	...	54,309	139 6 9	169 3 0
Dacca	1	197	180	15,665	...	...	5,902	...	21,567	87 0 5	119 13 1
Patna	1	157	163	8,579	...	...	3,023	14,911	26,513	52 10 1	162 10 6
Cuttack	1	135	147	6,801	100	...	2,759	443	10,103	46 15 1	68 11 8
Total ...	4	762	811	75,800	100	...	21,238	15,354	1,12,492	93 9 4	138 11 4
1897.											
Sealdah	1	255	288	42,460	...	...	7,695	...	50,155	147 6 10	174 2 5
Dacca	1	143	136	16,984	...	...	4,078	...	21,062	124 14 5	154 13 10
Patna	1	132	135	31,646	...	13	3,212	962	35,833	234 9 4	265 6 10
Cuttack	1	112	117	5,202	100	...	2,163	447	7,912	45 5 0	67 11 9
Total ...	4	642	676	96,292	100	13	17,148	1,409	1,14,962	142 9 9	170 1 0

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Cuttack alone shows a decrease; the greatest increase has taken place in the Patna school, partly because of its reduced roll number, and partly because of an indirect expenditure of Rs. 3,000 for the purchase of models.

260. Very little is known to the department regarding the working of the medical schools under private management. Their names have been given in the statement in paragraph 252.

261. ENGINEERING AND SURVEYING.—The statistics of schools teaching these subjects are given below in detail:—

NAME OF SCHOOL.	Number of schools.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	EXPENDITURE— From public funds. From provincial revenues.	From public funds. From district funds.	From public funds. From municipal funds.	From private funds. From fees and fines.	From private funds. From other sources.	Total.	AVERAGE COST FOR EDUCATING EACH PUPIL. Cost to public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
III.—ENGINEERING.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Civil Engineering College, Sibpur	1	310	318	96,481	...	...	12,745	...	1,09,226	303 6 5	343 7 8
Government Survey Schools and School of Engineering.											
1. Dacca	1	324	350	6,339	...	...	7,061	220	13,620	18 1 9	38 14 7
2. Patna	1	194	212	8,008	...	...	1,872	...	9,880	37 12 4	46 9 8
3. Cuttack	1	73	74	2,935	...	...	972	...	3,907	39 10 7	52 12 9
Total ...	3	591	636	17,282	...	...	9,905	220	27,407	27 2 9	43 1 5
Unaided Survey School.											
1. Orissa Tributary Mahals	1	4	6	...	...	...	...	219	219	...	36 8 0
TOTAL ENGINEERING SCHOOLS ...	5	905	960	1,13,763	...	...	22,650	439	1,36,852	118 8 0	142 10 8
Total for 1895-96	5	944	937	88,577	...	...	22,997	405	1,11,979	94 8 6	119 8 2

262. *Sibpur Engineering College.*—The necessary information regarding this institution has been given in the quinquennial portion of the present chapter.

263. *Dacca Survey School.*—There were 174 pupils in the 1st-year class and 150 in the 2nd year, against 251 and 146 respectively in the preceding year. The decrease in the number of admissions was due to the spread of a rumour that vernacular students would not be admitted to the school any more. Only 33 of the pupils were Muhammadans; the rest were Hindus.

Of the students of the 1st-year class 21 are candidates for the overseer class and intend joining the carpenters' shop which was added to the school for this purpose during the year under report.

Practical training in cadastral survey received the usual attention of the school staff, and the head master was deputed in January last to visit Bihar in order that he might acquaint himself with the details followed by the cadastral survey parties employed there.

The issue of Amin's certificates to 1st-year students has been sanctioned by Government. The 2nd year students compete for sub-overseers' and surveyors' certificates. Of the 122 students who appeared at the final examination during the year, 68 were declared to have passed.

The expenditure increased from Rs. 9,354 to Rs. 13,620 on account of the purchase of additional instruments and tents and of the head master's travelling allowance for the journey to Patna and back.

264. *Bihar School of Engineering.*—There was a fund known as the Prince of Wales' Fund at Patna, which amounted to Rs. 2,50,411 in 1892-93 of which Rs. 2,39,900 were invested in Government securities and Rs. 10,511 deposited in the Bank of Bengal. This sum was then placed at the disposal of a Committee for starting an industrial school for Bihar. The institution went on gaining in strength, having 58 pupils at the close of 1895-96, when it was decided to amalgamate it with the Patna Survey School. This was effected during the year under report, the combined school being called the Bihar School of Engineering, and the management vested in the department. It is of two parts—the theoretical, and the workshop or practical part. The whole is under the supervision of the Principal of the Patna College.

The school department consists of four classes, three of which are called engineering classes and the one (the last) is for training Amins. Some knowledge of English is required as a qualification of candidates for admission to the engineering classes.

On the 31st March last there were 17 students in the 3rd-year class, 54 in the 2nd-year class, 64 in the 1st-year class, and 58 in the amin class. The number of new admissions to the 1st-year class during the year were as many as 90, of whom 8 were students plucked in the F. A. examination, 4 held Entrance certificates, and 11 had read up to that standard.

The course of study in the 1st-year class consists of mathematics, surveying and levelling, drawing and workshop practice. These subjects are taught in the two higher classes also, trigonometry being added in the 2nd-year class and dynamics in the 3rd-year. There is besides instruction given regarding estimating, building construction and building materials, in the 2nd-year class, and regarding foundations, arching and earthwork in the 3rd-year. The amin class is not called upon to attend the workshop; it is simply taught arithmetic, geometry and mensuration, drawing and surveying.

The school having been organised on its present footing only a short time ago, its usefulness cannot as yet be estimated. It will require fully two years more before any safe opinion can be expressed regarding its future.

A sum of Rs. 1,83,000 has been sanctioned by Government from the endowment fund for the acquisition of land upon which to erect a building and workshop shed and for the purchase of machinery. The construction of the building will, it is hoped, be taken up during the current year.

Of the 194 students of the year, 6 were Government scholarship-holders, 36 held scholarships given by the various District Boards of Bihar, and 22 were free students.

There were 17 candidates for the examination in Engineering of whom 16 were declared to have passed. In the survey department 27 obtained certificates out of 29 who presented themselves for examination. The *Amin* class passed 47 pupils out of 58 examined during the year.

265. *Cuttack Survey School.*—There was a slight decrease in the numerical strength of the school, from 81 in 1895-96 to 73 during the year under report. Only 4 of the pupils were Muhammadans, the rest were Hindus. The expenditure increased from Rs. 3,316 to Rs. 3,907, owing to the purchase of additional instruments and to grade increments drawn by the head master. At the final examination held during the year 27 pupils of the 2nd-year class appeared, of whom 21 passed. All the 15 students who had passed in the preceding year succeeded in getting employment.

The unaided school returned from the Orissa Tributary Mahals is the *Amin* training-class maintained by the estate of Mayurbhanj, giving instruction in surveying, plotting, and mensuration. It was started in 1892-93.

266. ART AND INDUSTRY.—Under this head are included the Government School of Art, an unaided School of Art in Calcutta, and the industrial schools

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in the various parts of the province. The following statement gives the detailed statistics regarding these institutions :—

Name of School.	Number of schools.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. To public funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art... ...	1	261	247	22,961	...	...	6,210	...	29,171	92 15 4	118 1 7
2. Unaided School of Art in Calcutta	1	40	36	...	...	...	297	153	450	...	12 8 0
Total ...	2	301	283	22,961	...	...	6,507	153	29,621	81 2 2	104 10 9
Government Industrial School.											
1. Ranchi Industrial School	1	38	37	1,407	...	...	...	957	2,364	38 0 0	63 14 3
Board Industrial Schools.											
1. Rangpur	1	99	107	1,200	994	...	731	1,400	4,325	20 8 0	40 6 9
2. Pabna	1	43	43	600	898	...	97	1,241	2,836	34 13 5	65 15 3
3. Barisal	1	3	32	...	4,315	...	100	2,871	7,286	134 13 6	227 11 0
4. Mymensingh, Kasikisore	1	15									
5. Elliott Artisan School, Comilla ...	1	36	38	726	2,700	...	632	3,383	7,441	90 2 6	195 13 0
6. Purnea Technical	1	15	14	...	1,560	...	...	1,304	2,864	111 6 10	204 9 2
Total ...	6	211	234	2,526	10,467	...	1,560	10,199	24,752	55 8 5	105 12 5
Aided Industrial Schools.											
Burdwan Division	2	60	58	939	2,587	240	40	1,399	5,205	64 14 11	89 11 10
Presidency ,, ...	1	19	21	...	...	132	...	354	486	6 4 7	23 2 3
Calcutta ,, ...	1	60	60	300	...	...	1,940	603	2,843	5 0 0	47 6 1
Bhagalpur ,, ...	2	13	12	180	...	...	...	1,230	1,410	15 0 0	117 8 0
Orissa ,, ...	1	23	22	...	175	...	17	508	700	7 15 3	31 13 1
Chota Nagpur ,, ...	7	73	72	973	...	...	...	371	1,344	13 8 3	18 8 0
Total ...	14	248	245	2,392	2,762	372	1,997	4,465	11,988	22 8 10	48 14 10
Unaided Industrial Schools.											
Calcutta	1	62	46	...	...	...	1,927	...	1,927	...	41 14 3
Bhagalpur Division	1	64	62	...	...	...	...	144	144	...	2 5 2
Total ...	2	126	108	...	...	...	1,927	144	2,071	...	19 11 8
Total Art and Industrial Schools.	25	924	907	29,286	13,229	372	11,991	15,918	70,796	47 4 6	78 0 10
Total for 1895-96 ...	31	1,096	1,070	24,789	14,857	627	7,522	25,247	73,042	37 10 3	68 4 3

The number of these schools has declined from 31 to 25, and of the pupils attending them from 1,096 to 924. The Government Industrial School at Dumka, which had only 2 pupils in 1895-96, and the Board Industrial School at Sonarpur in the 24-Parganas, were closed. The two unaided schools returned in 1895-96 from the Patna Division and one school from the Chota Nagpur Division have also disappeared, as also one unaided school in the Bhagalpur Division. Of the two unaided schools in the Patna Division shown as abolished, the most important of them, now appears, amalgamated during the year with the Government Survey School, as "The Bihar School of Engineering," referred to above. This accounts for the total loss of 6 industrial schools. The aided schools of this class show no change, as the loss of one school in the Chota Nagpur Division has been neutralised by the gain of another in Bhagalpur.

267. *The Government School of Art.*—A summary of the report on this school has been given in the quinquennial portion of the present chapter.

268. *Government Industrial School at Ranchi.*—Of 38 students in the school at the close of the year, 1 was a Muhammadan, 32 were Uraons, and 5 Christian aborigines. All the students receive stipends ranging from Re. 1 to Rs. 3 a month according to the quality of the work done by them. They learn carpentry, smithy, canework, carriage building and painting, besides a little of reading, elementary arithmetic, writing and free-hand drawing. Rupees 582 were derived during the year from the sale proceeds of the articles manufactured. Three pupils were sent to Sibpur for further training in practical subjects. On their return, they were offered teacherships in three primary fund industrial schools in the district, but they declined to accept those

posts. There was a proposal before the District Committee of Public Instruction to send another batch of three pupils to Sibpur this year; but it appears from the remarks of the Deputy Commissioner that it was finally decided that "the gain to the boys is not worth the expense of sending them to Sibpur." The Committee also proposed to attach certain departmental scholarships to the institution, but the proposal has been kept in abeyance owing to difficulty being felt to teach Practical Geometry and Mensuration through the medium of Hindi.

269. OTHER SCHOOLS.—These constitute a nondescript class, and need no lengthened description. The following statement gives the detailed statistics regarding them:—

	Number of institutions.	Number of pupils on the rolls on the 31st March 1897.	Average monthly roll number.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	Expenditure— From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. To public funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government "Other Schools."				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Title and Vedic classes. Sanskrit College, Calcutta.	1	50	36	...	...	...	...	372	372	...	10 5 4
Aided "Other Schools."											
Burdwan Division	1	17	16	...	...	...	67	32	99	...	6 3 0
Calcutta ,, ...	2	57	56	1,675	...	1,200	871	2,832	6,578	51 5 5	117 7 5
Rajshahi ,, ...	1	17	18	...	100	...	96	113	369	8 14 2	20 8 0
Patna ,, ...	3	139	128	219	73	60	32	2,780	3,164	2 12 0	24 11 6
Bhagalpur ,, ...	1	98	94	280	...	90	...	706	1,076	3 11 2	11 7 2
Total ...	8	328	312	2,174	233	1,350	1,066	6,463	11,286	12 0 8	36 2 9
Unaided "Other Schools."											
Burdwan	2	31	27	Return of expenditure not furnished.							
Patna	1	86	82	...	...	...	25	95	120	...	1 7 5
Bhagulpur	1	29	27	...	...	...	...	120	120	...	4 7 1
St. Joseph's Industrial class at Darjeeling (for Europeans).	1	47	40	...	Return of expenditure not furnished.						
Total ...	5	193	176	...	...	...	25	215	240	...	1 5 10
TOTAL OF "OTHER SCHOOLS" ...	14	571	524	2,174	233	350	1,091	7,050	11,398	7 2 8	22 11 3
GRAND TOTAL FOR 1895-96 ...	12	422	406	597	236	1,650	861	7,836	11,180	6 1 10	27 8 7

The "other" schools may be thus classified according to the nature of their operations:—Title and vedic classes 1; Sanskrit *tols* 4; Railway schools 2; music schools 5; The Deaf and Dumb School at Calcutta 1; and St. Joseph's Industrial Class for Europeans at Darjeeling 1. The classification of the four Sanskrit *tols* in Bihar under this head is justified on the ground that besides Sanskrit, these schools teach reading, writing, and arithmetic in the vernacular of the province and prepare pupils for the primary scholarship examinations.

270. The most important of the institutions are the Title and Vedic classes and the Deaf and Dumb School. The following is a short summary of their working during the year under report:—

(*a*) *Title and Vedic Classes.*—The Vedic class was founded by Madhab Giri, the late Mohunt of Tarakesvar. It was examined during the year, and two stipends of Rs. 2 a month each were awarded on the results. This has given an impetus to the study of the Vedas and has more than doubled the numerical strength of the class. The Title class does not cost anything extra as the work of teaching is conducted by the ordinary staff of the Sanskrit College.

(*b*) *The Calcutta Deaf and Dumb School* receives a grant of Rs. 125 a month from Provincial revenues over and above the grant of Rs. 100 a month which it has received from the Municipality since 1894-95. It is a very useful institution under a strong Committee of Management of which the Hon'ble Mr. C. C. Stevens is the President. The Superintendent is Babu Jamini Nath Banerji who has returned this year from a tour in England and America where he went to learn the systems of management of institutions for deaf mutes in those countries.

CHAPTER IX.—FEMALE EDUCATION.

FEMALE EDUCATION.

271. *Difficulties in the way of Female Education.*—The absence of an a dequate supply of female teachers and the social objection to the employment of women in remunerative work, seem to be more potent obstacles to the advancement of female education than the system of early marriage, or the seclusion of females from public gaze, which would not generally interfere with the education of a girl up to the upper primary standard. The *Karans* (Kayasthas) of Orissa do not countenance the system of early marriage, and there are many grown-up ladies in that community who cultivate learning for its own sake. "Though thus favourably circumstanced," remarks the Inspector of Schools, the "Karans in consequence of their traditional custom of female seclusion, which they dare not break through, are in the same boat with the other castes." There is, also, even in many well-informed quarters, an impression that education has a tendency to make girls more independent of their lawful guardians and less observant of established customs and domestic duties. The superstitious notion that widowhood is the inevitable lot of educated girls may also influence the decision of not a few. And all this, coupled, perhaps, with an insufficiency of pecuniary resources, accounts for the slow progress that education has as yet made among the female portion of the population. But though slow it continues to progress, and the success of a girl at a public examination is now appreciated and admired. In large towns like Calcutta, the difficulties are comparatively few, and "the selection of a bride nowadays," remarks Rai Radhika Prasanna Mukherji, Bahadur, Inspector of Schools, Presidency Circle, "depends no less upon her ability to read and write with tolerable ease than upon her health and general appearance."

272. *Explanation of the maps.*—The maps in this chapter show the percentage of girls in all classes of public institutions taken together. The following table gives the figures upon which the maps are based:—

Division.	1891-92.		1896-97.	
	Total female scholars in public institutions.	Percentage of column (2) to the female population of school-going age (Census, 1891).	Total female scholars in public institutions.	Percentage of column (4) to the female population of school-going age (Census, 1891).
1	2	3	4	5
Burdwan	14,269	2·4	18,340	3·1
Presidency	11,383	1·9	14,577	2·4
Calcutta	6,907	19·7	6,979	19·9
Rajshahi	3,156	·5	5,188	·9
Dacca	14,935	2·	17,194	2·3
Chittagong	13,478	4·3	11,554	3·6
Patna	5,732	·4	7,667	·6
Bhagalpur	4,306	·7	6,897	1·0
Orissa	5,447	1·8	6,720	2·1
Do. Tributary Mahals ...	483	·3	602	·5
Chota Nagpur	5,465	1·5	6,522	1·8
European schools	3,126	.....	3,679	.....
Total for Bengal ...	88,687*	1·6	105,919	1·9

* *Vide* General Table I for 1891-92.

The above shows an increase in the number of girls in public institutions and a consequent rise in the percentage; this has been shared in by all the divisions except Chittagong, in which the decline has been attributed to the reduction in the rate of reward for attendance, the payment of which on a liberal scale had induced the *gurus* to open large numbers of girls' pathsalas.

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Litho., S. I. O., Calcutta.

The increase of 17,232 pupils in public institutions is thus distributed:—Colleges and special schools 195, public schools of general instruction 17,037. In the private institutions there has been a loss of 563 girls.

273. *Primary schools for girls.*—The statistics of these schools are given below:—

Year.	Maintained by the Department.		Maintained by Local and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.		Girls in boys' schools.	Boys in girls' schools.
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1891-92 ...	...	...	4	186	...	...	2,349	46,786	329	5,430	2,682	52,402	32,187	1,800
1896-97 ...	...	...	2	83	...	...	2,698	55,828	504	8,153	3,204	64,064	37,852	2,211

The number of schools has increased by 522, or 19·4 per cent., and the number of pupils attending them by 11,662, or 22·2 per cent. Deducting the boys in girls' schools and adding the girls in boys' schools, the total number of girls reading in primary schools shows an increase of 16,916, or 20·4 per cent. By far the largest number of girls in boys' schools has been returned from the Burdwan Division, in which they constitute more than 54 per cent. of the total girls in public institutions (10,074 out of a total of 18,340). In Orissa also they form the majority, being 3,798 out of a total of 6,720. Calcutta, on the other hand, naturally returns the smallest number,—only 95 out of 6,979, there being hardly any necessity, within its limited area, for girls to attend boys' schools.

No primary school for girls is maintained by the Department. Fifteen of the girls' primaries with 506 girls are for Europeans and Eurasians, and the rest are for Indian pupils.

The average strength of a girls' primary school advanced from 19·5 to 19·9. The average daily attendance in 1896-97 is put down as 76·2, but considering how very irregular the girls of primary schools really are, this percentage is evidently unreliable. "At inspection visits," remarks an Assistant Inspector, "I seldom found more than half the girls on the rolls present."

274. *Secondary schools for girls.*—The statistics of these schools are given below:—

Bengal.	Maintained by the Department.		Maintained by District and Municipal Boards.		Maintained by Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
1891-92 ... English ...	2	241	...	...	...	...	31	3,289	6	431	39	3,961
1891-92 ... Vernacular ...	...	...	1	52	...	...	21	1,386	...	...	22	1,438
1896-97 ... English ...	2	268	...	...		...	29	3,388	3	353	34	4,009
1896-97 ... Vernacular ...	...	...	1	52	...	...	20	1,184	2	110	23	1,346

The above shows a loss of 5 English schools and a gain of 1 vernacular school. The English schools appear to be less in number owing to the transfer of some of the best attended schools in Calcutta to the list of training or upper primary schools, under a new system of classification.

The secondary English schools for girls are mostly for Europeans and Eurasians, only 10 of the schools of this class in 1891-92 having been for Indian girls, and of these 4 have now disappeared. The vernacular schools are all for Indian girls.

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Only two schools are maintained by the Department. They are the Bethune Collegiate School in Calcutta and the Eden Female School in Dacca. The only school under municipal management is a vernacular school in Cuttack.

The average strength of an English secondary school for girls was 118, against 101 in 1891-92; that of a vernacular school 57 against 65. The average daily attendance in English schools for girls was 80·0 per cent., the regularity being due to the fact that most of the schools are boarding institutions in which the attendance is naturally regular. In vernacular schools, the proportion of girls in daily attendance was 78·8 per cent.

275. *Stages of instruction.*—The pupils in secondary schools for girls are classified in the following table according to stages of instruction:—

Stage.	1891-92.		1896-97.	
	Number.*	Percentage.	Number.*	Percentage.
1	2	3	4	5
High	159	2·9	187	3·5
Middle	850	15·8	889	16·6
Upper primary ...	1,063	19·7	1,092	20 4
Lower „ ...	3,327	61·6	3,187	59·5
Total ...	5,399	...	5,355	...

* Of girls.

The above decidedly indicates progress.

276. In the next table all the Indian girls in primary and secondary schools are shown for the years 1891-92 and 1896-97 according to the stages of instruction. Girls in European schools are omitted to show as clearly as possible the progress of education among Indian girls:—

Year.		High.	Middle.	Upper primary.	Lower Primary.		Total.
					Reading printed books.	Not reading printed books.	
1		2	3	4	5	6	7
1891-92	Number ...	95	228	1,587	46,874	36,402	85,186
	Per cent. ...	·1	·3	1·9	55·0	42·7	.....
1896-97	Number ...	141	329	1,267	59,991	39,942	1,01,670
	Per cent. ...	·1	·3	1·2	59·0	39·3	.. ...

Altogether though there is a fall in the number of girls in the upper primary stage the statement gives evidence of progress.

277. *Higher Education of Women.*—The returns show 33 girls in arts colleges, against 24 in 1891-92. Of these 23 were in the Bethune College, 8 in the Loretto House, and 2 in La Martiniere for Girls. Six of the pupils were reading for the B.A. degree in the Bethune College; the rest were reading the F.A. course. Classified according to race, there were 10 Europeans (3 being in the Bethune College), 2 Hindus, 10 Native Christians of non-aboriginal descent, and 11 Brahmos. The following statement shows the success of girls at the different University examinations in arts during the last five years:—

Year.	Entrance.	F.A.	B.A.	M.A.
1893	30	8	3	...
1894	22	3	1	1
1895	23	5	...	...
1896	24	6	1	1
1897	34	7	2	...
Total ...	133	29	7	2

The B.A.'s are all from the Bethune College. Miss Nirmalabala Som and Miss Matilda Cohen took the M.A. degree in Mental and Moral Philosophy,—the former as a private student, and the latter from the Free Church and Duff College. For the first time in the history of the University, in the year 1893 the Prem Chand Roy Chand studentship was awarded to a lady, Miss Florence Holland, M.A., who thus crowned a distinguished academical career by winning the highest distinction which the University has to bestow. Besides the above there were 61 female students who passed the High School examination prescribed under the European Code. This is regarded as equivalent to the University Entrance examination.

The progress made in medical education and the special encouragements offered to female medical students have been noticed in the chapter on technical education.

278. *Race and creed of Girls at School.*—An exact classification of the girls at school according to race and creed is not possible, since the girls reading in boys' schools, who form a large proportion of the total number of the female pupils in the returns, are not so classified in General Table III. A rough estimate of the proportion of the total belonging to each race may, however, be formed from the number of pupils in girls' schools, for the number of boys in them is not very large. In English secondary schools out of 4,009 (3,961) pupils, 3,306 (3,185) are Europeans, 190 (385) Native Christians, 219 (201) Hindus, and only 2 (none) Muhammadans; the remaining 292 (190) are grouped together under the head of "others," including 252 (161) Brahmos.*

In vernacular secondary schools the total number of pupils is 1,346 (1,438). Of these, 697 (1,097) are Hindus, 503 (290) Native Christians, 14 (13) Muhammadans; the Europeans and "others" being 3 (1) and 129 (37) respectively, the latter including 18 (37) Brahmos. In primary schools there are 64,064 (52,402) pupils, of whom 50,880 (41,051) are Hindus, 7,982 (7,380) Muhammadans, 3,324 (2,928) Native Christians, 762 (325) Europeans, 57 (92) Brahmos, and 1,116 (597) "others." But it is useless to proceed for a comparison of the progress made by the different communities of the country in respect of female education upon data like these. It may be stated however as an acknowledged fact that Europeans and Eurasians occupy the highest place in respect of the percentage of female pupils under instruction to the total female population of school-going age. Next to them come Brahmos and Native Christians, and Hindus and Muhammadans follow in order, though at a very great distance.

279. *Expenditure in Girls' Schools.*—In the following table the expenditure from all sources in primary and secondary schools for girls in 1891-92 is compared with that of 1896-97:—

Year.	From Provincial Revenues.		From District and Municipal funds.	From fees.	From other sources.	Total.
	In schools under public management.	In aided schools.				
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92 ...	18,686	1,39,458	36,999	2,80,417	2,97,468	7,73,028
1896-97 ...	25,661	1,40,246	50,390	3,30,838	3,28,826	8,75,961

The above shows a total increased expenditure of 13·3 per cent., 4·9 per cent. being from Provincial revenues, 36·2 per cent., from District and Municipal funds, 17·9 per cent. from fees, and 10·5 per cent. from other sources.

280. The following is a short notice of the most important institutions for the high education of Indian girls:—

Bethune College.—This institution is affiliated to the University up to the B.A. standard. There are two lady-graduates on the staff, of whom

* The corresponding figures for 1891-92 are given within brackets.

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Miss Chandramukhi Bose, M.A., is the Lady Principal. During the period under review it passed 20 lady-pupils at the F.A. and 6 at the B.A. examinations, two of the latter having obtained Honours. The attached school passed 20 pupils at the Entrance examination. Both the institutions are under the management of a strong and representative Committee, with the Chief Justice of Bengal as President.

The other high schools for native girls are the Eden Female School at Dacca (maintained by the Department), the Brahma Balika Sikshalay, the Christ Church, and Free Church Normal Schools of Calcutta, and the Bankipore High English School, which was raised to this status in 1896-97 through the exertions of the local Brahmo community. All these receive grants-in-aid from Provincial revenues. The Foundling Asylum at Calcutta under the American Mission is no longer treated as a high school in the returns; but there is an unaided high school under the same agency which does not submit statistical returns to the Department. The latter school passed 4 pupils at the last Entrance examination. The Brahma Balika was started in 1891-92, and first presented pupils at the Entrance examination in 1893-94, since which it has passed 8 pupils; Christ Church has passed 10 pupils, the Free Church Normal 7, and the Eden Female School at Dacca 3 during the last five years.

281. Including the schools for Europeans, it will be seen that the number of high schools for girls has declined during the last five years from 16, with 1,576 pupils, to 12, with 1,242 pupils. The number of European students has fallen off from 982 to 608, and that of Native Christians from 269 to 160. The Hindus, on the other hand, show an increase of 58 pupils (from 156 to 214), and the Brahmas of 100 pupils (from 149 to 249). There was also a Muhammadan in 1896-97 and 10 "others," against 20 in 1891-92. The middle English schools are all for Europeans, as the middle vernacular schools are all for Indian girls. The number of the former declined from 23 to 22, but their attendance improved from 2,385 to 2,767, as many as 2,698 of whom were of European or Eurasian descent. The middle vernacular schools increased by 1 (from 22 to 23), but the pupils attending them declined from 1,438 to 1,346, of whom 499 were Native Christians of non-aboriginal and 114 of aboriginal descent, 697 were Hindus, 18 Brahmos, 14 Muhammadans, and only 3 Europeans and 5 "others."

282. The special standards prescribed for the girls' schools in Calcutta and its neighbourhood have undergone some modifications, and the grants-in-aid are now generally determined by the results of the annual examinations in these standards, as well as by the numerical strength of each school and its accommodation for boarders. The following extract from the report of the Inspector of Schools, Presidency Circle, describes the changes effected in consequence during the period under review:—

> The salient points in the history of female education during the last five years are—(1) The transfer of all the grant-in-aid schools to the exclusive jurisdiction of the Inspectress, subject, of course, to a general control by the Circle Inspector, the examination of these schools by the Deputy Inspector or other subordinate officers being strictly prohibited under orders issued by the Government on the 31st May 1893. (2) The issue of Government orders, in September of the same year, for the introduction of a system of payment by results, tempered by considerations of attendance, the standard of instruction, and the number of boarders. (3) The revision of the standards of examination involving, over and above a few minor changes in the text-books, the recognition of an eighth standard in addition to the seven standards so long in force, and a public examination of girls in this and in Standard V, as also in Standards IV, VI, and VII, heretofore conducted. (4) And the institution of two standards of examination—senior and junior—for mistresses. Points 2 and 3 were, in fact, the practical carrying out of the recommendation of a Conference of the Managers and Lady Superintendents of girls' schools held in April 1893, under the presidency of the Director of Public Instruction. The sum of Rs. 780, formerly allotted for scholarships, was also redistributed into 43 prizes of lesser value, in consequence of the recognition of Standard V, for which additional prizes had to be created.
>
> Some of these changes did not, however, come into force at once. It was ordered that, with a view to give full time to the schools with the new rules before them, the system of payment by results should be introduced from 1894-95. But an examination in Standard V was held in 1893-94 to serve, along with the results of the other standards, as a basis of calculation upon which to proceed when a regular redistribution would be made after the examination of 1894. At the beginning of the year 1894-95, therefore, a preliminary enquiry was held into the condition of every girls' school, with a view to ascertain how far the new changes would affect the then existing grants-in-aid, and whether any modification in the rules was necessary. It was found that, calculating the grants on the

new scale, even after extending the benefit of the rules to all the unaided schools in the town, there would be a saving of more than 25 per cent. of the total grant which the schools had been so long drawing. Such a sudden reduction appeared undesirable, and in order to enable Managers to tide over the new scheme, a revision of the rules was recommended. It was pointed out that, as pioneers of female education, the services of the missionary societies (by whom chiefly the schools are managed) could not be over-estimated, and that it was but reasonable that they should be treated with consideration on the eve of a great change. The Director of Public Instruction was pleased to accept this view of the case, and the following important changes were effected in consequence:—(1) In the scale of attendance grants, a higher value was assigned to Standard V than Standard IV, the rules issued in 1893 having recognized no difference between them. (2) For girls under training as mistresses a capitation grant of a rupee a month was sanctioned, besides Rs. 2 for such of them as might be boarders in training schools. (3) The change was to spread over three years. For 1895-96 the grants were to be two-thirds of the old grants *plus* one-third under the new rules. From 1896-97 they were one-third of the old grants *plus* two-thirds under the system. From 1897-98 the new system was to come into full operation. The scheme was to embrace all female schools in Calcutta, except those with less than 15 pupils, which should be aided from the primary grant, and also all schools in the 24-Parganas, and six schools in Howrah, which were under missionary management. The financial effect in 1895-96 was a saving of about Rs. 9,500, the portion, in fact, hitherto paid for *zanana* work—a system of education no longer necessary in these days, and from which, therefore, the departmental grants were practically withdrawn.

In 1896-97 the saving was less—Rs. 7,537 only—owing to many unaided schools having taken up a considerable portion of the grants set free under the operation of the new rules. Based on results and attendance, with special encouragement for boarding and training schools, the revised grants were, in fact, more evenly distributed than before, deserving schools having got a fair share of the money taken away from undeserving ones.

The new grants are all paid at the Calcutta Treasury on quarterly bills countersigned by the Inspector, each agency presenting a single bill for all the schools under its management

The first examination in Standard VIII and in teachership was held in 1894-95. In 1896-97 two new scales of rewards were created, viz., Rs. 80 for each mistress passed by the junior standard and Rs. 100 for each passed by the senior. Training schools were this year defined to be those only which passed pupils at these examinations, and had no girls under instruction who had not passed beyond Standard VI.

283. It may be observed in this connection that Standard IV is treated as equivalent to the lower primary, Standard VI the upper primary, and Standard VIII to the middle standard for boys. The popularity of the new standards is apparent from their adoption in many mufassal districts and the increased success obtained at the examinations year after year. The examinations are conducted by a central board at Calcutta, who supply questions to such mufassal schools as want them; but in outlying tracts questions are set and the results tabulated by boards locally organised for the purpose. The following is a comparative summary of the results of the examinations conducted by the Calcutta board during the last six years:—

	Number passed in—							
Year—	IV.	V.	VI.	VII.	VIII.	Junior teacher-ship.	Senior teacher-ship.	Total.
1891-92	126	...	43	6	...	...	...	175
1892-93	169	...	49	18	...	...	...	236
1893-94	180	...	65	20	...	...	...	265
1894-95	213	65	30	9	... (a)	1	...	318
1895-96	248	94	62	26	9	11	...	450
1896-97	207	95	82	39	15	4	9	451

(a) Four appeared for the first time, but failed.

Most of the girls, especially in the higher standards, belong to the town of Calcutta: the rest are from the districts of Murshidabad, Backergunge, Midnapore, Hooghly, Howrah, and the 24-Parganas.

284. The following analysis of the results for 1896-97 will show the position of the different races at these examinations:—

	Percentage of—			
	Hindus.	Muhammadans.	Native Christians.	Brahmos.
IV ...	57·48	·49	40·09	1·94
V ...	18·9	...	80·	1·1
VI ...	10·98	...	82·93	6·09
VII ...	2·5	...	95·	2·5
VIII ...	...	...	53·3	46·7

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The higher the standard, the less the proportion of Hindus, till they vanish altogether in Standard VIII. The reason, of course, is the early taking away of girls from school after their marriage.

In the absence of any classification of pupils according to race and creed in General Table V, an analysis of the examination results like the above furnishes sufficient data for comparing the educational improvemens among the different communities in places in which female education has made some progress. Attempts will be made in future to procure information regarding the caste and creed of the scholars in the different stages of secondary and primary schools.

285. It is permitted for girls to attend the different examinations for boys with the option of taking up needlework in place of Euclid, Mensuration and Physics. As a large percentage of the girls in primary schools are found in mixed schools, it is difficult for them to avail themselves of the benefit of the special standards, their adoption in addition to the ordinary standards for boys being too much for the *guru* to do justice to. The number of girls who during the last five years passed at the different departmental examinations as conducted for boys was as follows:—Middle examination 50, upper primary 304, and lower primary 3,373.

286. *Grant-in-aid rules.*—The Calcutta system has already been described. Outside the town and its suburbs the grant-in-aid schools properly so-called are few and far between, the majority of girls' schools being aided from the primary funds administered by the Department and District Boards, with occasional contributions from municipalities. Girls' schools subsidised under the grant-in-aid system are among the best institutions of the kind. The grants are given liberally, generally to the extent of the contributions from local sources.

287. *Fees.*—Hardly any fees are paid in primary schools, the presentation of books, slates, toys and trinkets—nay of silver flowers and *saris*, being often resorted to for the purpose of securing a fair attendance. The following statement shows the average annual incidence of fees per female scholar in the different classes of public schools for girls in 1896-97:—

		Rs.
Arts Colleges	... ...	59·6
Secondary schools	English	79·0
	Vernacular	2·0
Primary schools	... ...	·5
Special schools	... ...	11·3

288. *Scholarships.*—The continuity of a girl's study is often uncertain. Hence scholarships are not so popular as prizes given once for all. It was for this reason that the scholarships originally sanctioned for the Calcutta standards were converted into prizes. The extension of this practice to mufassal districts has also been advocated. Besides special scholarships set apart for girls, such, for instance, as the two junior and two senior Government scholarships and a share of the lower primary scholarships awarded in the different districts, girls may compete for the general scholarships on equal terms with boys. The system of medical scholarships and stipends especially intended for girls has been described in the chapter on technical education.

289. *Mixed Schools.*—The presence of 3,227 boys in girls' schools and of 44,412 girls in boys' schools shows that there are a good many mixed schools in the Province, but these schools have not been separately shown in the returns. It is the preponderance of the scholars of a particular sex that determines the classification of a school as being intended for either boys or girls. There is not any serious objection to the education of boys and girls together in primary schools, and economy also is entirely in favour of such an arrangement.

290. *District and Municipal Boards.*—As stated already, District Boards subsidise a large number of girls' schools with stipends or rewards from the primary grants at their disposal: the number of grant-in-aid schools is very small in comparison. No complaint has been made from any quarter that the District Boards are averse to the encouragement of female education. The total District Fund expenditure on secondary and primary schools for girls during 1896-97 was Rs. 39,174, against Rs. 26,928 in 1891-92. This represents about 5 per cent. of the total direct expenditure from district funds, on secondary and primary schools of all classes, against 3·8 per cent. in 1891-92. The municipalities also spent Rs. 1,145 more than in 1891-92 for girls' schools

(Rs. 11,216 against Rs. 10,071), in addition to providing more largely for the primary schools for boys during the period under review.

291. *Teachers in Girls' Schools.*—Exact statistics regarding the number of female teachers employed in the Province and their qualifications are wanting. But there is evidence that their proportion is very small. In the Bhagalpur Division, for example, there was only one female teacher for 250 girls' schools, in the Patna Division 8 female teachers for 256 girls' schools, in the Chittagong Division 42 schools were under female teachers out of a total of 492. The fact is much the same everywhere except in large towns and in schools under missionary management. Want of female teachers, as has already been pointed out, is a most serious difficulty in the way of progress in female education. As soon as a girl is married or betrothed, she is withdrawn from the school when it happens to be under a male teacher. She is thus deprived of the benefits of attending school at an age when education should really begin.

The few female teachers we have are mostly Christians, it being next to impossible to get a respectable Hindu woman (none other would be tolerated) to keep a school or serve as a teacher. The Christian female teachers are reported to be good disciplinarians. They teach needlework very well, but as a rule do not prove equally successful in teaching the other branches of study, especially Arithmetic and Geography. There are training seminaries for mistresses almost in every Division, each missionary agency having a separate institution of its own, which is generally aided by the Department. The attempt in recent years to introduce an examination for female teachership certificates in Calcutta and the partial success with which it has been attended have been noticed before; but considering how limited the supply of certificated teachers from this source must be for years to come, and how poor the income of a girls' primary is, it is idle to expect to replace the male teachers with females to any appreciable extent.

292. *Zanana agencies.*—Under the payment-by-results system adopted for Calcutta and its neighbourhood, the liberal grants formerly paid to the five zanana agencies in the town (Rs. 9,240 a year) have been discontinued since 1894-95. There are at present six agencies working in the town with no aid: but they furnish no annual statistics to the Department.

293. *Other agencies (non-missionary).*—There are various local native associations for the encouragement of female education. They conduct examination of zanana and other girls in standards of their own, and award prizes and scholarships from funds raised by subscriptions and supplemented, in some cases, with small grants from public sources. The Uttarpara Hitakari Sabha in the Burdwan Division, the Faridpur Suhrid Sabha, Mymensingh Sammilani, and Backergunge Hitasadhini Sabha in the Dacca Division, and the Tippera Association in the Chittagong Division have been especially named as belonging to this class.

SUPPLEMENTARY.

[This portion treats of Indian girls only.]

294. The following table compares the statistics of schools for Indian girls for the past two years:—

	1895-96.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Managed by Government	2	251	2	268
Do. by District or Municipal Boards	3	139	3	135
Aided by Government or by District or Municipal Boards.	2,805	57,389	2,710	56,611
Unaided	546	8,195	503	8,199
Total ...	3,356	65,974	3,218	65,213
Girls in boys' schools ...	...	36,616	...	38,530
GRAND TOTAL ...	...	102,590	...	103,743

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Both aided and unaided schools decreased in number. The former have suffered a loss of 778 pupils; but this has been more than made up by an increase in the number of girls in boys' schools by 1,914:—a very natural result in a year of scarcity: independent girls' schools being to some extent closed for want of means, many of the pupils were absorbed in the neighbouring schools for boys.

295. The following statement shows the comparative figures for girls' schools for each division for the last two years:—

Division.	High English.				Middle English.				Middle Vernacular.				Upper Primary.				Lower Primary.				Total.			
	Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.	
	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Burdwan ...	...	...	...	...	1	...	14	...	2	2	59	68	70	75	2,420	2,574	341	331	5,470	5,480	414	408	7,963	8,122
Presidency ...	...	...	...	...	...	...	...	...	...	...	...	...	13	16	581	650	450	428	10,137	9,756	463	444	10,718	10,406
Calcutta ...	4	4	375	403	...	...	...	...	6	4	514	421	14	17	1,324	1,776	75	69	4,213	4,273	99	94	6,426	6,873
Rajshahi ...	...	...	...	...	...	...	...	...	3	3	107	126	9	10	291	366	154	159	2,295	2,345	166	172	2,693	2,837
Dacca ...	1	1	119	130	...	...	...	...	4	3	217	175	37	40	1,011	1,058	741	730	11,846	11,440	783	774	13,193	12,803
Chittagong ...	...	...	...	...	...	...	...	...	2	2	83	92	9	9	227	218	490	481	7,423	7,394	501	492	7,733	7,704
Patna ...	...	1	...	53	...	...	...	...	...	...	...	...	1	...	52	...	292	255	4,885	4,265	293	256	4,937	4,315
Bhagalpur ...	...	...	...	...	...	...	...	...	3	3	65	66	6	5	197	216	328	242	5,102	4,056	337	250	5,564	4,338
Orissa ...	...	...	...	...	...	...	...	...	6	6	335	398	5	6	204	227	94	111	2,103	2,547	105	123	2,642	3,172
Orissa Tributary Mahals.	...	...	...	...	...	...	...	...	...	...	...	...	2	2	53	54	7	9	141	206	9	11	194	260
Chota Nagpur ...	...	...	...	...	...	...	...	...	...	...	...	...	11	10	598	561	175	184	3,513	3,819	186	194	4,111	4,380
Total ...	5	6	494	586	1	...	14	...	26	23	1,380	1,346	177	190	6,958	7,700	3,147	2,999	57,128	55,581	3,356	3,218	65,974	65,213

The increase of one high English school is due to the elevation of the Bankipore upper primary to this status during the year. The disappearance of the only middle English school has been owing to the old Dutch school at Chinsurah being classified as a school for Europeans.

296. The following table gives the attendance and expenditure in schools for Indian girls:—

Class of Schools.	Number of schools.	Number on the rolls on the 31st March 1897.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	2	268	240	191	25,661	...	...	3,150	506	29,317
Ditto by District or Municipal Boards	3	135	126	75	...	...	979	24	...	1,003
Aided by Government or by District or Municipal Boards ...	2,710	56,611	52,575	39,910	67,546	39,174	10,237	26,146	1,67,769	3,10,872
Unaided	503	8,199	7,477	5,929	...	...	...	1,902	12,314	14,216
Total for 1896-97 ...	3,218	65,213	60,418	46,105	93,207	39,174	11,216	31,222	1,80,589	3,55,408
					1,43,597			2,11,811		
Total for 1895-96 ...	...	...	...	...	90,511	41,464	11,825	33,602	1,97,860	3,75,402
					1,43,940			2,31,462		
Total for 1894-95 ...	...	...	...	...	1,46,682			2,58,796		4,05,478
Total for 1893-94 ...	...	...	...	...	1,39,786			2,46,703		3,86,489
Total for 1892-93 ...	...	...	...	...	1,35,708			2,16,027		3,51,735

The schools managed by the department being high English, are necessarily costly.

The expenditure from public funds was practically the same in both years; but that from private funds shows a decrease of about Rs. 20,000 due probably to scarcity.

297. High English Schools for Indian Girls.—Six schools have been returned under this head, of which 2, viz. the Bethune Collegiate at Calcutta and the Eden Female school at Dacca, are maintained by the department, and 4 are aided. The following is a short account of the departmental schools:—

Bethune Collegiate School.—The Bethune Collegiate School had 138 pupils on the rolls, against 132 in the preceding year. There were 78 Hindus, 48 Brahmos and 12 Native Christians (non-aboriginal). The school, as stated in previous reports, does not prepare girls for the examinations in the special standards, but confines itself exclusively to the University course. Six girls were presented at the last Entrance examination, and all of them were successful, two being placed in each of the three divisions—a remarkably good result. The total expenditure exclusive of boarding charges was Rs. 21,341 against Rs. 18,485 in the preceding year, of which Rs. 18,333 was paid from Provincial revenues (against Rs. 15,399). Rupees 3,008 was raised from fees. The Lady Superintendent's salary, about Rs. 3,600, is entirely debited to the school account, and not to the College department, which is a later addition to the institution. The attached boarding-house had 32 boarders (against 40), of whom 8 were reading in the College department. The fees collected from the boarders came up to Rs. 3,131 (against Rs. 3,996), which were supplemented by a grant of Rs. 1,249 from the Provincial revenues. The charge per head was thus Rs. 137 a year or nearly Rs. 11-8 a month.

The institution suffered a serious loss last year in the death of Mr. Manomohan Ghosh, Barrister-at-Law, who had acted as Secretary to the committee for years. Mr. J. Ghoshal, a well known public-spirited citizen of Calcutta, now fills this office.

The Eden Female School at Dacca.—The number on the rolls of this school was 130 on 31st March last, against 119 in the year before. The average monthly roll number was 118 and the daily attendance 83. Of the total expenditure of Rs. 7,976 incurred for the maintenance of this school, Rs. 7,328 was met from Provincial revenues, and Rs. 648 was collected from fees and other sources. One girl appeared at the last Entrance Examination and passed in the third division.

298. The most important schools for Indian girls in the province work in Calcutta. An account of the grant-in-aid rules by which they are governed has already been given. The following statement shows the extent of the operations of each agency in the town for the spread of female education, and the grants from the Provincial revenues that it got during the year under report:—

	1896-97.		
	Number of schools.	Pupils on 31st March.	Total grant sanctioned for the year. Rs.
Grant-in-aid schools—			
American Mission ...	17	1,417	5,237
Baptist Mission ...	6	563	2,423
Church of England ...	12	990	5,622
Diocesan Board ...	3	251	1,702
Free Church of Scotland ...	6	522	4,615
Hindu management ...	12	1,025	2,769
London Mission ...	8	504	2,152
Methodist Mission ...	2	218	586
Scotch Mission ...	8	804	2,783
Wesleyan Mission ...	3	173	299
Miscellaneous ...	3	128	318
Total ...	80	6,595	28,506
Primary Fund—			
Church Mission Society ...	2	47	117
Hindu management ...	6	162	217
Total ...	8	209	334
GRAND TOTAL ...	88	6,804	28,840

FEMALE EDUCATION.

299. Mrs. Wheeler, Inspectress of Schools, has furnished the following statement of the results of *in situ* and gathering examinations of schools and zanana pupils in and near Calcutta, during the year under report:—

Name of Agency.	Number of schools.	Number of pupils.	Number declared efficient in—										Number rejected in—									Total rejected.	Infants.	Not examined.	Absent.
			Standard I (*a*).	Standard I (*b*).	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Standard VIII.	Total passed.	Standard I (*a*)	Standard I (*b*).	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Standard VIII.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
In Calcutta.																									
American Mission ...	15	1,125	175	76	113	61	29	14	7	2	1	478	1	38	13	18	44	14	4	2	...	134	425	16	72
Baptist Mission ...	8	605	55	27	11	18	11	12	8	3	3	148	39	34	38	18	17	7	2	2	...	157	219	23	58
Church of England ...	12	942	143	100	81	55	21	20	16	5	1	442	1	4	5	13	17	19	4	3	2	68	372	26	34
Church of Scotland ...	10	721	133	97	68	41	14	4	4	2	...	363	..	5	2	...	10	5	...	2	...	24	276	20	38
Diocesan Mission ...	3	246	29	23	32	30	24	10	7	7	1	163	4	10	...	7	2	4	1	...	...	28	50	2	3
Free Church ...	6	422	60	62	31	26	15	7	5	5	...	211	...	...	2	...	5	15	6	5	...	33	151	6	21
Hindu management ...	12	185	...	4	4	...	17	4	5	1	7	42	3	...	6	4	22	12	4	2	...	53	68	...	22
London Mission ...	8	290	28	26	35	10	16	8	12	...	...	135	6	6	8	4	13	1	4	...	...	42	73	21	19
Episcopal Mission ...	2	82	...	...	...	...	1	1	2	...	...	4	10	1	7	1	1	1	...	...	...	21	55	...	2
Wesleyan Mission ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	77	4,619	623	415	375	241	148	80	66	25	13	1,986	64	98	81	65	132	78	25	16	2	561	1,689	114	269
Out of Calcutta.																									
American Mission ...	3	84	8	4	2	7	...	...	...	...	...	21	4	8	3	4	...	...	...	...	...	19	39	...	5
Church of England ...	39	1,442	252	131	154	77	14	3	3	...	...	634	17	36	18	12	20	9	1	...	...	113	610	29	56
Church of Scotland ...	1	82	15	9	6	7	4	1	...	...	...	42	...	3	2	...	2	...	...	...	...	7	27	...	6
Diocesan Mission ...	36	1,151	105	50	53	18	2	1	1	...	...	230	50	59	40	23	7	3	2	1	...	185	621	52	63
Hindu management ...	10	251	12	10	6	6	2	...	...	...	...	36	32	1	15	19	2	...	...	...	...	69	117	13	16
Baptist Mission ...	1	34	4	...	3	...	...	...	...	...	...	7	2	...	...	...	1	...	...	...	...	3	20	2	2
London Mission ...	4	153	3	4	...	...	3	...	...	...	...	10	16	18	19	5	3	...	...	...	...	61	62	5	15
Wesleyan Mission ...	1	17	...	4	...	...	4	...	2	...	...	10	3	...	...	...	2	1	1	...	...	7	...	...	...
Miscellaneous ...	18	849	102	62	84	58	27	4	...	...	...	337	26	5	22	17	31	...	3	1	...	105	345	39	23
Total ...	113	4,063	501	274	308	173	56	9	6	...	...	1,327	130	130	119	80	68	13	7	2	...	569	1,841	140	186
Zananas	...	68	18	9	4	3	...	...	...	...	...	34	4	1	2	7	...	...	...	...	...	14	5	15	...
Grand Total ...	190	8,750	1,142	698	687	417	204	89	72	25	13	3,347	218	229	202	152	200	91	32	18	2	1,144	3,535	269	455
Total for 1895-96 ...	154	7,186	924	619	567	332	195	79	39	23	8	2,786	166	109	90	75	101	49	34	27	5	656	3,011	217	516

300 The results of the last examination in the special standards, have already been given. The following statement shows, division by division, the success of girls at the Departmental examinations for boys, needlework being made an optional subject in their case in the place of zamindari accounts, mensuration, geometry and science:—

Districts.	1895-96. Number of girls passed at the—				1896-97. Number of girls passed at the—			
	Middle examination from middle English schools.	Middle examination from middle vernacular schools.	Upper primary examination.	Lower primary examination.	Middle examination from middle English schools.	Middle examination from middle vernacular schools.	Upper primary examination.	Lower primary examination.
1	2	3	4	5	6	7	8	9
Burdwan	...	...	1	48	...	...	1	70
Presidency	...	...	3	43	...	1	...	51
Rajshahi	...	1	5	40	...	...	2	46
Dacca	...	...	25	239	...	1	13	285
Chittagong	...	1	3	71	...	...	10	62
Patna	...	...	1	15	...	...	2	30
Bhagalpur	...	...	13	149	...	...	17	165
Orissa	...	6	12	49	...	2	13	72
Orissa Tributary Mahals	...	...	3	1	...	...	2	8
Chota Nagpur	1	...	7	67	...	...	7	41
Total ...	1	8	73	723	...	4	67	830

The above shows a sad falling off in all the higher examinations. In the lower primary standard alone an advance was made.

CHAPTER X.—EDUCATION OF EUROPEANS.

301. The most important events in connection with European education during the years 1892-97 have been the substitution of the new Grant-in-aid Rules, based upon average attendance, for the old method of payment by results, the introduction of the revised form of the Code in which this change was embodied, the consequent alterations in the duties of the Inspector of European Schools, and the proposed new conditions of admission into the different departments of the public service.

NEW GRANT-IN-AID RULES.

302. At the time of publication of the last quinquennial report grant-in-aid rules, calculated on a system independent of examination results, had been tested in the case of five special schools, and, in consequence of the favourable conclusions derived from these experiments, notice was given to all the schools in June 1893 that the amount of the grant-in-aid would thenceforward depend upon average attendance instead of upon examination results, and that frequent visits of the Inspector would supersede the annual examination. No examination of individual scholars took place after May 1893. The grant up to March 1894 was calculated on the results of the examinations held in 1892 (except in the case of a few schools examined in the early part of 1893). Under the old system of payment by results the grant was paid monthly on the results of the examinations of the previous year; under the new system the grant is paid annually in advance, and calculated on the average attendance of the previous year. To avoid any sudden variation in the amount of the grants, the grant for 1894-95 was made up of half the grant earned under the new system, plus half the grant earned under the old. A comparison of the two tables of expenditure shows that the result of the change has been to increase the grant-in-aid in the aggregate by about 6·3 per cent. It has not been considered necessary here to recapitulate the abstract reasons that led to this important alteration. The matter has been discussed in section 218 of Mr. Nash's Review, and very fully in the report of the Committee appointed to revise the Code of Regulations for European Schools.

REVISED FORM OF THE CODE OF REGULATIONS FOR EUROPEAN SCHOOLS IN BENGAL.

303. The Code of Regulations for European Schools in the Bengal Presidency was drafted by a Committee appointed by the Government of India in 1881, was sanctioned in 1883, and was brought into operation in 1885. The effect of the introduction of the Code upon the condition of the schools in Bengal is described in section 219, Chapter 10 of Mr. Nash's Review. In 1888 it was decided to defer any further revision of the Code for five years, during which it might be worked with any subsidiary provincial rules which Local Governments might consider necessary to introduce on their own responsibility. In February 1895 a Committee was appointed to consider the revision of the Code, and consisted of the following gentlemen:—Sir Alfred Croft, K.C.I.E., Venerable Archdeacon Brook Deedes, W. N. Boutflower, Esq., F. Haden Cope, Esq., E. Marsden, Esq., R. Carter, Esq., Rev. Brother Fabian, and H. A. Bamford, Esq. It held its first meeting on February 5th under the presidency of Sir A. Croft, while Mr. Bamford acted as Secretary. The report of the Committee and the revised Code drafted by them were submitted to Government in October 1895, and a subsidiary report dealing with the subject of training colleges was forwarded in January 1896. In the main the conclusions arrived at by the Committee were accepted by Government, and the new Code was introduced into Bengal under orders dated July 14th, 1896. The new Code differs

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in many respects from its predecessor, and attention may be drawn to the following features:—

(1) The alteration in the method of calculating the annual grant-in-aid (change introduced into Bengal before the publication of the Code and described above); (2) the discontinuance in future of a grant to schools conducted for private profit; (3) the alteration in the rules regarding teachers' certificates; (4) the provision of high scholarships; (5) the new transfer rules; (6) the alteration in the Syllabus of Subjects for the Primary, Middle, and High School examinations; (7) the proposals for training colleges.

304. *Teachers' Certificates.*—Under the old Code the rules required that the head teacher of every school and every assistant teacher in charge of a class above Standard IV should be certificated. Pupil-teachers, who had served their apprenticeship, and other persons, who were over 17 years of age and had passed certain specified examinations, were eligible for Provisional Certificates, which were made permanent after their holders had undergone certain varying terms of service with credit. This system was objected to on the ground that, owing to the demand for certificated teachers, it was necessary to issue certificates to persons who under no consideration could be regarded as capable teachers. The rules "not only permitted the award of teachers' certificates to mediocrity but forced it." Under the new Code "Letters of Recognition," which are to be regarded merely as licenses to teach and not as certificates of capacity, are issued to teachers, while "Certificates of Proficiency" are to be awarded to those licensed teachers who, by fulfilling the conditions described in section 68 of the new Code, may be reasonably regarded as possessing some degree of attainment in the duties of their profession.

305. *Transfer Rules.*—Rules regulating the transfer of scholars from one school to another were introduced in Bengal in 1889-90; and as similar rules had been introduced into all the Provincial Codes with beneficial results, the Committee thought it desirable to embody them in the revised Code. The two important provisions were that "no scholar was to be admitted into another school without a transfer certificate stating that there were no fees due to the last school, and that no newly-admitted scholar was to be placed in a standard higher than that in which he would have been had he remained in his former school." They were introduced owing to complaints that unscrupulous parents had neglected to pay school fees, until they had accumulated to a considerable sum, and had then removed their children to another school, or in other cases had tried to secure the promotion of their children to a higher standard against the better judgment of the teacher by threatening to withdraw them.

306. Training Colleges.—The Committee appointed to carry out the revision of the Code decided to consider the subject of training colleges only after they met, and then were unable to devote much time to its discussion. Proposals were however put forward by Sir A. Croft and Mr. Bamford for a training college to consist of a practising school having a staff of teachers sufficient in number and fully competent to carry on both the ordinary work of the school and the training of students. This scheme received the support of the two other delegates from Bengal—Mr. Carter and Revd. Brother Fabian, but was opposed by a minority of the Committee, who put forward alternative proposals for the formation of a college at considerable expense where "teachers would undergo in addition for a comparatively prolonged period a continued education and general training in habits of study and observation." Ultimately the Government of India, though fearing that the former scheme might be found unsuitable for other provinces, recommended that it should be tried as an experimental measure in Bengal. As the teaching in Bengal is mainly sectarian, and the training college must be necessarily undenominational, it was decided that the students should live in hostels under the control of the particular religious body, of which they were members. St. James' High School and the Free School, Calcutta, have been suggested as being suitable for practising schools.

CONTROLLING AGENCY.

307. Owing to the change in the method of estimating the grant, a great alteration has taken place in the duties of the Inspector. Under the new

system it is not the scholars who are examined but the teachers. Formerly the Inspector rarely heard a teacher give a lesson: now every teacher teaches before him and the boys are only examined to test whether the teacher has successfully implanted a knowledge of fundamental principles in his pupils. The Inspector in this way is able to give valuable lessons to inexperienced teachers in class discipline and method. EDUCATION OF EUROPEANS.

PROPOSED CONDITIONS OF ADMISSION INTO THE DIFFERENT DEPARTMENTS OF THE PUBLIC SERVICE.

308. The attention of the Government of India was drawn to this question by the report of the Committee appointed to revise the Code of Regulations for European schools. The Government of India recognised that the system of distinct examinations for each separate department was detrimental to the public service and productive of great inconvenience to educational institutions. A Committee was, therefore, appointed under the presidency of the Hon'ble Mr. W. H. Grimley to deal with the matter. The Committee drew up a detailed scheme on the following general lines, "that candidates for admission into the public service should be required to possess the preliminary qualification of having passed some particular school examination (which might vary according to the department they wished to enter) as a guarantee of suitable proficiency in general knowledge, and that their selection should depend upon a further competitive examination, which need not be so wide in range, but which would include in the case of candidates for each department any special subjects in which the circumstances of that department demand proficiency." As no examination held under the Code reached the standard considered requisite for candidates who wished to qualify for certain departments of the public service—a scheme for modifying the High School examination and for establishing a new examination entitled the "High School Honours examination" was drawn up and submitted for approval to Government in conjunction with the report of the Committee. In this examination the subjects are divided into three groups under the heads (1) Languages, (2) Mathematics, (3) Science. For appointments in the Financial Department, Superior Accounts, Public Works Department, and Traffic Department Honours in two groups are essential, while for appointments in the Provincial Civil Service and the Police Honours in one group suffice. For other appointments the High School pass and the Middle School examinations have been selected as the preliminary qualifications. In the scheme the High School Honours examination is regarded as being at least equivalent to the London Matriculation. As the subjects required for the "further competitive examination," which will vary for each department, are, except in a few cases, those included in the ordinary school curriculum, there will be no necessity for special classes for candidates preparing for the public service. Government sanction has not yet been received for this scheme, but it is proposed that it shall come into operation as far as the High School pass examination is concerned on 1st January 1898, and as regards the High School Honours examination on 1st January 1899.

STATISTICAL SUMMARY.

(The numbers in square brackets [ ] refer to the corresponding paragraphs in Mr. Nash's Quinquennial Review.)

309. *Number of Europeans under instruction in Bengal* [*221*].—The following table gives the number of Europeans and Eurasians in all classes of institutions, public and private, in 1892 and 1897:—

	1892.	1897.
Total number of Europeans and Eurasians under instruction	6,921	7,818
Number of students in European schools	7,098	8,130
Number of natives in ditto ...	381	508
Number of Europeans in institutions other than European schools	204	196

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310. *Stages of instruction* [222].—The following table gives the percentage of scholars in each stage of instruction (1) for Europeans only and (2) for all classes; colleges and schools for special instruction are excluded:—

Stage.	Europeans.	All classes in Bengal.
1	2	3
Collegiate	·5	·4
High	3·5	1·8
Middle	22·4	3·
Upper primary ...	24·	5·3
Lower „ ...	49·6	89·5

311. The annexed table shows the number of scholars under instruction in institutions mainly attended by Europeans and Eurasians in 1892 and 1897:—

Bengal.	Arts Colleges.	Secondary and primary schools.											
		Number of boys in						Number of girls in					
	Number of pupils.	High stage.	Middle stage.	Upper primary stage.	Lower primary stage, higher section.	Lower primary stage, lower section.	Total.	High stage.	Middle stage.	Upper primary stage.	Lower primary stage, higher section.	Lower primary stage, lower section.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1892	22	271	1,032	867	806	920	3,896	67	699	772	750	838	3,126
1897	36	280	1,066	1,036	979	1,090	4,451	50	753	913	869	1,094	3,679

This latter table includes native scholars in European institutions, and excludes European scholars in native institutions.

The students classified under the head Arts Colleges are pupils of institutions mainly attended by Europeans. The number given above for 1897 comprises 12 pupils from St. Paul's in Darjeeling, 14 from the Doveton College, 8 from Loretto House, and 2 from La Martinière for Girls.

312. *Secondary schools for Europeans* [224].—The number of secondary schools for Europeans in Bengal and the number of scholars in them on the 31st March 1892 and 1897 are shown in the following table:—

Bengal.	Under public management.		Under private management.				Total number of institutions.	Total number of scholars on the 31st March.	Boys.	Girls.
	Management by Government.		Aided by Government.		Unaided.					
	Number of institutions.	Number of scholars on the 31st March.	Number of institutions.	Number of scholars on the 31st March.	Number of institutions.	Number of scholars on the 31st March.				
1	2	3	4	5	6	7	8	9	10	11
1892 ...	1	90	41	4,910	10	1,374	52	6,374	3,557	2,817
1897 ...	1	109	42	5,584	9	1,338	52	7,031	3,958	3,073

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The school managed by Government is the Government Boarding School at Kurseong. New buildings have recently been erected capable of accommodating 200 boys. The old buildings are to be utilized as a girls' school, and will accommodate 80 scholars. In these schools children of Government servants are admitted on special terms, and have a prior claim to any vacancies that may occur in them.

313. *Primary schools for Europeans* [225].—The number of primary schools for Europeans in Bengal and the number of scholars in them on the 31st March 1892 and 1897 are given in the following table:—

Bengal.	Under public management.		Under private management.				Total number of institutions.	Total number of scholars on the 31st March.	Boys.	Girls.
	Managed by Government.		Aided by Government.		Unaided.					
	Number of institutions.	Number of scholars on the 31st March.	Number of institutions.	Number of scholars on the 31st March.	Number of institutions.	Number of scholars on the 31st March.				
1	2	3	4	5	6	7	8	9	10	11
1892 ...	...	...	16	648	...	...	16	648	339	309
1897 ...	...	...	20	959	4	93	24	1,052	446	606

314. *Management.*—In the next table the schools are classified according to management:—

Management.	31st March 1892.			31st March 1897.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	1	90	1·27	1	109	1·34
Church of England	14	1,698	23·92	15	1,689	20·78
Roman Catholic	29	3,758	52·95	31	4,367	53·71
Non-conformist	4	446	6·28	6	624	7·68
Jewish	2	206	2·9	1	160	1·97
Armenian	1	63	·9	1	92	1·13
Undenominational	3	313	4·4	6	458	5·63
Railway	9	230	3·24	11	357	4·39
Private	5	294	4·14	5	274	3·37
Total ...	68	7,098	100	77	8,130	100

According to the last census 30 per cent. of the European population in Bengal are Roman Catholics. It may be noted that nearly 54 per cent. of the scholars in European schools are in Roman Catholic institutions.

EDUCATION OF EUROPEANS.

315. *Expenditure on European schools* [*226*].—Below are given details of the direct expenditure upon European schools in the years 1891-92 and 1896-97 :—

Secondary and Primary Schools.

Bengal.	Total expenditure from—					
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1892 ...	1,31,310	...	...	4,93,210	1,78,584	8,03,104
1897 ...	1,49,834	...	...	6,27,799	3,29,700	11,07,333

The direct Government expenditure on primary and secondary schools has risen from Rs. 1,40,851 in 1892 to Rs. 1,50,016 in 1897, while the total Government expenditure on European education has risen from Rs. 1,78,923 to Rs. 2,27,579. The total expenditure from all sources, which in 1886-87 amounted to 6½ lakhs, rose in 1892 to over 8 lakhs, and now exceeds 11 lakhs. Under "Direct Government expenditure," an expression used in Mr. Nash's Review, is included the annual grant-in-aid, the special boarding grant, and the grant to pupil-teachers.

316. *Scholarships for Europeans and Eurasians* [*228*].—The following table gives the number of scholarships awardable annually in Bengal :—

	Primary.	Middle.	High.
1892	20	12	...
1897	20	12	8

Under the revised Code there are three grades of scholarships awarded on the results of the primary, middle, and high school examinations. These scholarships can be held only in institutions, which are recognised by the Department as efficient, which observe the transfer rules, which are open to inspection, and in which the number of non-Europeans does not exceed twenty-five per cent. of the total number of scholars. High school scholarships are a new feature of the Code, and are tenable for two years in any institution within the Province approved for this purpose by the Local Government.

Students who are above the age for scholarships have been allowed to compete for certificates in the above examinations.

317. The following table gives the number of successful candidates in Bengal for certificates :—

	Primary.	Middle.	High.
1892 ...	204	103	10
1897 ...	408	220	33

The results show that the schools have increased in efficiency in a very marked degree. In future no child can be promoted from the primary to the middle section of a school without passing the primary school examination and from the middle to the high section without passing the middle school examination, accordingly still further improvement may be expected. The proposed changes of the rules regulating the entry into the public service will also no doubt have the effect of increasing the number of candidates for the high school examination.

318. *Bruce Institution* [*230*].—The number of girls receiving a free education on this foundation amounted on 31st March 1897 to 138, against 116 in March 1892 and 68 in March 1887. The capital of the Institution has owing to a recent bequest risen from Rs. 6,71,500 in 1892 to Rs. 10,46,200 in 1897, the annual income increasing from Rs. 26,792 to Rs. 36,525. Sixty-one of the girls are in Roman Catholic, 45 in Church of England, 28 in non-Conformist, and 4 in undenominational schools.

319. *Cadet grant.*—A grant of Rs. 6 per annum for every efficient cadet, who was also a *bonâ-fide* pupil in a school for Europeans, was awarded for the first time in 1893, in which year it was paid on 814 cadets. The number of efficients for 1896 amounted to 904.

SUPPLEMENTARY.

320. The following table gives the number of Government, aided and unaided schools in Bengal, and the number of scholars in them for the last two years :—

	31st March 1896.				31st March 1897.			
	Number of schools.	Number of Scholars.			Number of schools.	Number of Scholars.		
		Boys.	Girls.	Total.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools. Government	1	101	...	101	1	109	...	109
Secondary Schools. Aided	42	2,622	2,643	5,265	42	2,788	2,796	5,584
Secondary Schools. Unaided	13	1,053	337	1,390	10	1,108	277	1,385
Secondary Schools. Total	56	3,776	2,980	6,756	53	4,005	3,073	7,078
Primary Schools. Aided	18	370	507	877	20	411	548	959
Primary Schools. Unaided	4	65	23	88	4	35	58	93
Primary Schools. Total	22	435	530	965	24	446	606	1,052
Government schools	1	101	...	101	1	109	...	109
Aided schools	60	2,992	3,150	6,142	62	3,199	3,344	6,543
Unaided schools	17	1,118	360	1,478	14	1,143	335	1,478
Grand Total of all Schools	78	4,211	3,510	7,721	77	4,451	3,679	8,130

During the year two middle and two primary unaided schools have become aided and one unaided primary school, the Christian Girls' School at Chinsura, has been for the first time included in the report. Two middle schools—one unaided, and the other aided—have been counted as primary schools, owing to the fact of their having at the time of compilation no middle scholars on their registers. Two aided schools—one middle and one primary—were closed at the end of the year.

In the aided schools and the Government school at Kurseong there has been an increase of 409 scholars, while the number of scholars in the unaided schools has remained constant.

321. In the next table the schools are classified according to management :—

Management.	31st March 1896.			31st March 1897.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	1	101	1·31	1	109	1·34
Church of England	16	1,692	21.91	15	1,689	20·78
Roman Catholic	31	4,083	52·88	31	4,367	53·71
Nonconformist	6	541	7·01	6	624	7·68
Jewish	1	130	1·68	1	160	1·97
Armenian	1	83	1·07	1	92	1·13
Undenominational	5	472	6·12	6	458	5·63
Railway	11	342	4·43	11	357	4·39
Private	6	277	3·59	5	274	3·37
Total	78	7,721	100·	77	8,130	100·

Of the 31 Roman Catholic schools, 19 are taught by Nuns, 6 by the Christian Brothers, 3 by the Jesuit Fathers, and 3 by lay teachers.

The schools classed as undenominational are La Martinière for Boys, La Martinière for Girls, the Doveton College, the Doveton Institution, the European School, Dinapore, and the Christian Girls' School at Chinsura.

EDUCATION OF EUROPEANS.

Eight of the railway schools are connected with the East Indian Railway, two with the Eastern Bengal, and one with the Bengal-Nagpur line. They are all aided schools.

Four of the schools under private management received grants under the Code, but one of them—the Darjeeling Home School—is receiving a temporary grant from month to month.

322. The following table shows the total expenditure upon European education in Bengal during the last two years and the amount contributed towards this from Provincial revenues :—

	1895-96.		1896-97.		Remarks.
	Government expenditure.	Total expenditure.	Government expenditure.	Total expenditure.	
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
Secondary instruction	1,34,923(*a*)	9,63,317*(*b*)	1,36,196(*c*)	10,53,610(*b*)	* Include the expenditure on La-Martinière College in 1895-96, which was not included in the figures given in the General Report for that year.
Primary ,,	12,745	43,341(*b*)	13,820	64,311(*b*)	
Buildings and furniture	25,300	1,64,506(*b*)	53,344(*d*)	2,23,737(*b*)	
Scholarships ...	4,860	4,860	4,825	4,825	
Cadets ...	4,668	4,743	5,004	5,519	
Superintendence ...	14,656	14,656	14,390	14,390	
Total ...	1,97,152	11,95,423*	2,27,579	13,56,392(*b*)	

(*a*) The following grants are not included, as they are not paid through this office :—
Rupees 7,200 (Rs. 400 a month and Rs. 200 a month on separate accounts) to the European Orphan Asylum.
Rupees 240, a military grant to St. Joseph's Convent School, Bankipore.
Rupees 174, a military grant to St. Michael's School, Coorji.
Rupees 130, a grant for medicine to the Calcutta Free School.

(*b*) These figures are somewhat defective owing to two or three small unaided schools not having submitted returns of expenditure.

(*c*) The following grants are not included owing to their not having been paid through this office :—
Rupees 7,200 to the European Orphan Asylum.
Rupees 196, a military grant to St. Michael's School, Coorji.
Rupees 80, a military grant to St. Joseph's Convent School, Bankipore.
Rupees 130, a grant for medecine to the Calcutta Free School.

(*d*) Rupees 12,500 was spent on furniture for the new Government School for Boys at Kurseong.

The cost to Government of the Boarding School at Kurseong was Rs. 17,261 (not including the grant of Rs. 12,500 sanctioned for furniture to the new Boys' School), giving an average expenditure for each scholar of Rs. 158. The corresponding figures for 1895-96 were Rs. 15,055 and Rs. 154.

The grants-in-aid (including the sicca rupee grant of Rs. 10,032 to the Calcutta Free School) amounted to Rs. 1,32,055, and the grants to pupil teachers to Rs. 700, the two together being Rs. 5,745 below the sanctioned budget allotment.

The cadet grants amounted to Rs. 5,004 as opposed to Rs. 4,668 in the previous year.

The Government expenditure in aided schools, excluding building, furniture and cadet grants, amounted to an average of Rs. 21-4-9 per scholar in secondary, and Rs. 14-6-7 per scholar in primary schools. The corresponding figures for 1895-96 were Rs. 22-12-1 and Rs. 14-8-7.

323. The distribution of scholars throughout the Province is as follows:—

Division.	Number of Scholars in European Schools—					
	On the 31st March 1896—			On the 31st March 1897—		
	In primary schools.	In secondary schools.	Total.	In primary schools.	In secondary schools.	Total.
1	2	3	4	5	6	7
Calcutta ...	570	4,115	4,685	617	4,174	4,791
Presidency ...	74	700	774	95	837	932
Burdwan ...	108	399	507	118	444	562
Rajshahi ...	58	794	852	63	832	895
Dacca ...	16	59	75	...	85	85
Chittagong ...	...	185	185	...	189	189
Patna ...	90	289	379	101	320	421
Bhagalpur ...	12	98	110	16	83	99
Orissa ...	...	100	100	...	114	114
Chota Nagpur ...	37	17	54	42	...	42
Total ...	965	6,756	7,721	1,052	7,078	8,130

EDUCATION OF EUROPEANS.

All the schools in the Presidency Division are in the suburbs of Calcutta, and four out of the nine schools in the Burdwan Division are in Howrah; there are, therefore, 5,949 scholars in Calcutta and Howrah, or 73·2 per cent. of the total number in Bengal.

Out of the 895 scholars in the Rajshahi Division, 822 are in nine schools situated in Darjeeling and Kurseong.

CONTROLLING AGENCY.

324. Mr. Bamford was Inspector of European Schools throughout the year. He was on tour 74 days, travelled 5,054 miles, and paid 116 visits to schools.

SECONDARY EDUCATION.

325. The following table shows for each school the number of scholars on the roll on the 31st March, the amount of Government grant received, and the total expenditure in the school for 1895-96 and 1896-97:—

High Schools.

No.	Name of School.	Religious denomination.	Number of Scholars on 31st March—				Actual Receipts from Government.		Total Expenditure.	
			1896.		1897.		1895-96.	1896-97.	1895-96.	1896-97.
			Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11
	Aided Schools.						Rs.	Rs.	Rs.	Rs.
1	Darjeeling Girls' High	Protestant	4	47	9	69	4,800	3,996	37,874	34,915
2	Doveton Institution	Ditto ...	8	73	3	30	1,988	...	15,536	20,094
3	Loretto House	Roman Catholic ...	24	172	24	176	3,813	3,548	39,381	39,913
4	Pratt Memorial	Protestant ...	...	141	3	149	2,997	3,241	25,322	28,012
5	St. James's High	Ditto ...	98	...	92	...	(a) 3,006	(b) 2,880	22,782	23,463
6	St. Joseph's High, Bow Bazar...	Roman Catholic ...	321	...	364	...	(c) 6,175	(d) 6,325	40,260	31,007
7	St. Michael's, Coorji	Ditto ...	166	...	192	...	(e) 6,212	(f) 6,701	23,134	24,489
8	St. Paul's, Darjeeling	Protestant	191	...	172	...	(g) 10,844	(h) 21,286	1,10,964	1,52,990
	Total ...	.....	812	433	859	424	39,835	47,977	3,15,253	3,54,883
	Unaided Schools.									
1	Armenian College	Greek Church ...	83	...	92	...	(i) 276	(i) 324	22,906	23,522
2	Doveton College	Protestant	160	...	154	...	...	...	36,279	48,778
3	La Martinière College for Boys	Christian	140	...	160	...	(i) 426	(i) 330	(j) 24,971	(j) 60,592
4	La Martinière College for Girls	Ditto	...	74	...	81	...	...		(j) 34,709
5	Loretto Convent, Darjeeling ...	Roman Catholic ...	27	96	27	85	...	...	51,667	55,537
6	St. Joseph's College, Darjeeling.	Ditto ...	166	...	179	...	(i) 354	(i) 564	54,705	60,456
7	St. Joseph's College, Darjeeling (Special Department).	Ditto ...	41	...	47	...				
8	St. Xavier's College	Ditto ...	314	...	314	...	(i) 396	(i) 390	41,949	38,157
	Total ...	.....	931	170	973	166	1,452	1,608	3,02,477	3,21,751

(a) Includes a cadet grant of Rs. 288.
(b) Ditto ditto of ,, 246.
(c) Ditto ditto of ,, 660.
(d) Ditto ditto of ,, 570.
(e) Ditto ditto of ,, 342 and a special boarding grant of Rs. 230. It also includes a military grant of Rs. 240 not paid through this department.
(f) Includes a cadet grant of Rs. 444, a special boarding grant of Rs. 180, and a furniture grant of Rs. 256. It also includes a military grant of Rs. 196 not paid through this department.
(g) Includes a building grant of Rs. 5,000 and a cadet grant of Rs. 354.
(h) Ditto ditto of ,, 15,000 ditto of ,, 546.
(i) Cadet grants.
(j) These figures were not given in the General Report for 1895-96.

The figures above are misleading in the case of the Darjeeling schools, since these schools reopen after the Christmas holidays in March, but many of the scholars do not rejoin until after the 31st.

Doveton Institution.—The dispute as to who rightly form the Committee of this school still remains unsettled, and in accordance with verbal instructions received from the Lieutenant-Governor of Bengal, no Government grant of any kind is paid to the school.

St. Joseph's College Darjeeling.—The department for ordinary school instruction and the department for training boys for special examinations are shown as separate schools.

EDUCATION OF EUROPEANS.

326. *High School examination.*—The results of the last two examinations are as follows:—

Schools from which the Candidates were presented.	1895.				1896.				Scholarships gained.
	Number of candidates.	Number of successful Candidates.			Number of candidates.	Number of successful Candidates.			
		First division.	Second division.	Total.		First division.	Second division.	Total.	
1	2	3	4	5	6	7	8	9	10
1. Calcutta Girls'	4	1	3	4	1	1	...	1	...
2. Immaculate Conception, Chandernagore.	...	...	...	...	1	1	...	1	...
3. La Martinière Girls'	2	...	1	1	1	...	1	1	...
4. Loretto Day, Dhurrumtollah	1	...	1	1	1	1	...	1	...
5. Loretto High, Intally	3	...	1	1	1	...	1	1	...
6. Loretto House	...	...	...	...	3	2	1	3	1
7. Miss O'Brien's Day	2	...	1	1	3	1	...	1	...
8. Pratt Memorial	5	1	3	4	4	...	4	4	...
9. Rockingham Girls', Darjeeling ...	...	...	...	...	2	...	2	2	...
10. St. Joseph's Convent, Bankipore ...	2	...	2	2	4	...	1	1	...
11. Ditto College, Darjeeling ...	8	6	2	8	7	2	5	7	2
12. Ditto High, Bow Bazar ...	9	4	2	6	7	4	1	5	3
13. St. Michael's, Coorji	4	2	2	4	...	...	...	...	...
14. St. Patrick's, Asansol	...	...	...	...	2	2	...	2	2
15. St. Paul's, Darjeeling	2	...	1	1	2	...	...	...	...
16. St. Xavier's College	...	...	...	...	4	...	2	2	...
Private students	3	2	2	4	2	...	1	1	...
Total ...	50	16	21	37	45	14	19	33	8

There was a decrease of 5 in the number of candidates compared with the previous year, but the percentage of passes rose from 74 to 76·8.

Twenty-three boys and 22 girls offered themselves as candidates, but of these 2 boys withdrew from the examination. Of the 21 boys, 8 were placed in the first class, 8 in the second class, and 5 failed. Of the 22 girls, 6 were placed in the first class, 11 in the second, and 5 failed. Of the 10 unsuccessful candidates, 2 failed in one, 4 in two and 4 in three of the five compulsory subjects.

Eight scholarships were awarded on the results of this examination. These scholarships are held by students, who intend to prosecute their studies further, in some place of education approved of by the department for this purpose.

They are paid ordinarily from the 1st January, but in the case of students reading for any Indian University Examination from the 1st June following the examination.

327. *Calcutta University Entrance Examination.*—The results for the last two years, as far as candidates from the European schools in Bengal are concerned, are given in the following table :—

Schools from which the Candidates were presented.	1896.						1897.					
	Number of candidates.	Successful Candidates.				Scholarships gained.	Number of candidates.	Successful Candidates.				Scholarships gained.
		First division.	Second division.	Third division.	Total.			First division.	Second division.	Third division.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Aided Schools.												
Calcutta Boys'	8	...	...	2	2	...	7	...	4	2	6	...
Calcutta Girls'	5	1	3	1	5	...	...	...	...	...	...	...
Calcutta Free (Boys' Dept.) ...	5	...	...	...	...	...	3	...	...	1	1	...
Doveton Institution	3	...	1	...	1	...	1	...	1	...	1	...
Loretto House	5	3	2	...	5	2(*a*)	4	4	...	...	4	1 (*a*)
Miss O'Brien's Day	...	...	...	...	...	...	1	1	...	...	1	...
St. James's High	4	...	...	...	...	...	1	...	1	...	1	...
St. Joseph's High, Bow Bazar	11	3	1	6	10	...	6	1	1	3	5	...
St. Patrick's, Asansol ...	7	...	4	1	5	...	1	...	1	...	1	...
St. Paul's, Darjeeling	19	2	4	4	10	...	21	...	3	4	7	...
Welland Memorial	4	...	...	...	...	...	4	1	3	...	4	...
Total ...	71	9	15	14	38	2(*a*)	49	7	14	10	31	1
Unaided Schools.												
Armenian College	7	...	3	3	6	...	8	...	1	3	4	...
Doveton College	11	...	3	3	6	...	10	...	5	3	8	...
La Martinière Boys'	4	...	1	1	2	...	4	...	1	2	3	...
La Martinière Girls'	...	...	...	...	...	...	2	2	...	...	2	...
St. Joseph's College, Darjeeling	1	...	...	...	...	...	6	...	2	1	3	1 (*c*)
St. Xavier's College	23	4	6	5	15	1 (*c*)	16	2	6	3	11	...
Loretto Convent, Darjeeling ...	2	2	...	...	2	1 (*b*)	5	3	1	...	4	...
Total ...	48	6	13	12	31	2	51	7	16	12	35	1
Grand Total ...	119	15	28	26	69	4	100	14	30	22	66	2

(*a*) First grade. (*b*) Second grade. (*c*) Third grade.

328. *Middle Schools.*—The following table gives statistics for each school concerning the number of scholars on the roll, the receipts from Government and the total expenditure:—

No.	Name of School.	Religious denomination.	Number of Pupils on 31st March—				Actual Receipts from Government.		Total Expenditure.	
			1896.		1897.		1895-96.	1896-97.	1895-96.	1896-97.
			Boys.	Girls.	Boys.	Girls.				
1	2	3	4	5	6	7	8	9	10	11
	Government.						Rs.	Rs.	Rs.	Rs.
1	Government Boarding, Kurseong.	Protestant ...	101	...	109	...	15,055	*28,761	32,064	45,541
	Aided Schools.									
1	Calcutta Boys'	Protestant ...	173	...	159	...	(a)10,358	(b)10,663	32,466	32,600
2	Calcutta Free (Boys' Department).	Ditto ...	250	...	257	...	(c)27,711	(d)11,910	97,167	48,612
3	Calcutta Free (Girls' Department).	Ditto ...	...	180	...	200		(e)9,900		36,895
4	Calcutta Girls'	Ditto ...	12	217	34	251	3,831	3,936	28,604	33,555
5	Calcutta Girls', Darjeeling Branch.	Ditto ...	4	27	11	36	...	550	14,329	17,345
6	Catholic Male Orphanage ...	Roman Catholic	211	...	219	...	(f)5,594	(g)5,248	23,763	24,751
7	Darjeeling Home ...	Protestant ...	11	16	14	23	300	300	5,551	7,289
8	Eastern Bengal State Railway, Night, Saidpur.	Ditto ...	7	...	10	...	...	75	...	207
9	East Indian Railway, Day, Jamalpur.	Ditto ...	18	34	15	23	1,220	1,280	4,610	4,057
10	East Indian Railway, Night, Jamalpur.	Ditto ...	46	...	45	...	360	360	2,092	1,963
11	Loretto Boarding, Intally ...	Roman Catholic	4	80	8	96	2,044	1,933	17,848	18,322
12	Loretto Orphanage, Intally	Ditto ...	...	248	...	251	5,099	(h)7,438	48,497	47,583
13	Loretto Convent, Asansol ...	Ditto ...	4	87	6	94	1,700	1,663	14,547	17,349
14	Loretto Day, Bow Bazar Pay	Ditto ...	19	128	15	104	6,735	7,423	13,780	15,651
15	Loretto Day, Bow Bazar, Free.	Ditto ...	49	276	67	250				
16	Loretto Day, Dhurrumtolla, Pay.	Ditto ...	29	146	32	143	2,617	2,474	8,402	13,816
17	Miss O'Brien's Day	Protestant ...	35	86	34	74	2,190	1,950	7,586	7,702
18	Misses Starks'	Ditto ...	8	6	...†	...†	670	438	2,411	438
19	Protestant European, Cuttack.	Ditto ...	28	29	33	28	1,460	1,312	6,873	6,758
20	St. Agnes's, Howrah ...	Roman Catholic	11	37	7	47	1,427	1,260	6,887	7,143
21	St. Aloysius', Howrah ...	Ditto ...	44	...	67	...	(i)1,162	(j)1,399	2,054	1,827
22	St. Anthony's Girls' ...	Ditto ...	35	74	32	80	1,524	1,614	7,370	4,893
23	St. Gregory's, Dacca ...	Ditto ...	31	28	44	41	1,228	1,337	5,614	6,966
24	St. Helen's, Kurseong ...	Ditto ...	2	54	...	41	1,465	1,670	9,058	21,934
25	St. Joseph's Boarding, Bankipore.	Ditto ...	3	62	2	64	(k)3,027	(l)2,906	12,089	16,393
26	St. Joseph's Orphanage, Bankipore.	Ditto ...	...	58	...	62	(m)1,637	1,696	5,632	6,897
27	St. Joseph's Bow Bazar, Free.	Ditto ...	265	...	272	...	(n)3,889	3,565	6,646	6,036
28	St. Joseph's Convent, Cuttack.	Ditto ...	7	36	15	38	1,395	(o)1,715	3,319	3,475
29	St. Patrick's, Asansol ...	Ditto ...	137	...	159	...	(p)2,997	(q)3,692	6,165	9,513
30	St. Paul's Mission ...	Protestant ...	66	73	67	75	(r)2,788	(s)2,685	12,124	12,539
31	St. Placid's, Chittagong ...	Roman Catholic	57	...	58	...	958	1,073	1,867	1,997
32	St. Scholastica's, Chittagong	Ditto ...	36	92	32	99	1,986	(t)3,428	4,601	3,469
33	St. Teresa's, Kidderpore ...	Ditto ...	79	50	89	49	2,484	(u)2,488	27,486	26,205
34	St. Thomas's, Howrah ...	Protestant ...	45	34	30	35	1,423	1,346	5,691	5,584
35	Welland Memorial	Ditto ...	86	71	97	68	(v)7,549	(w)4,830	12,856	14,587
	Total ...		1,812	2,229	1,929	2,372	1,08,778	1,05,504	4,57,985	4,84,351
	Unaided Schools.									
1	Jewish Girls' ...	Jewish ...	52	78	62	98	...	...	5,512	5,185
2	Mr. Vallis' Preparatory ...	Roman Catholic	59	7	73	13	...	...	(x)	(x)
	Total ...		111	85	135	111	...	...	5,512	5,185

* Includes a furniture grant of Rs. 12,500.
† Closed at the end of the year.
(a) Includes a building grant of Rs. 7,500 and a cadet grant of Rs. 288.
(b) Includes a building grant of Rs. 7,500 and a cadet grant of Rs. 336.
(c) This amount includes the sicca rupee grant of Rs. 836 a month, a grant of Rs. 545 for pupil-teachers, a building grant of Rs. 7,000, and a cadet grant of Rs. 312. It also includes a medicine grant of Rs. 130 not paid by this department.
(d) This amount includes half of the sicca grant of Rs. 836 a month, a building grant of Rs. 1,000, and a cadet grant of Rs. 450. It also includes a medicine grant of Rs. 73 not paid through this department.
(e) This amount includes half of the sicca grant of Rs. 836 a month, a grant of Rs. 400 for pupil-teachers. It also includes a medicine grant of Rs. 57 not paid through this department.
(f) Includes a cadet grant of Rs. 390.
(g) ,, ,, ,, Rs. 348.
(h) ,, a building grant of Rs. 2,615.
(i) Includes a pupil-teacher's grant of Rs. 170.
(j) ,, a furniture grant of Rs. 339.
(k) ,, a special boarding grant of Rs. 170 and a building grant of Rs. 850.
(l) ,, a special boarding grant of Rs. 120 and a military grant of Rs. 80 not paid through this department.
(m) Includes a military grant of Rs. 54 not paid through this department.
(n) ,, a cadet grant of Rs. 180.
(o) ,, a building grant of Rs. 365.
(p) ,, a cadet grant of Rs. 402.
(q) ,, ,, ,, Rs. 456 and a furniture grant of Rs. 171.
(r) ,, a pupil-teacher's grant of Rs. 485.
(s) ,, ,, ,, Rs. 200.
(t) ,, a building grant of Rs. 1,200.
(u) ,, a pupil-teacher's grant of Rs. 100.
(v) ,, a building grant of Rs. 4,950.
(w) ,, ,, Rs. 1,450 and a grant of Rs. 848 for bringing out a Kindergarten teacher from England.
(x) Return of expenditture not submitted.

It is necessary here to explain the difference between the figures given in the annual return shown at paragraph 201 of the report for 1895-96 and the figures given above in column 10. The Calcutta Girls' School, Darjeeling Branch, was reckoned as an unaided school in 1895-96. The St. Stephens' aided girls' school, Hazaribagh, and the European Orphan Asylum which in 1895-96 were reckoned as middle schools are now ranked as of the primary class.

Government Boarding School, Kurseong.—The new buildings for this school will be finished in time for the reassembling of the school in February

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after the Christmas holidays. The new boarding school for girls will probably open at the same time in the buildings formerly occupied by the boys' school.

329. *Middle School Examination.*—The following is a summary of the results for the last two years:—

		1895.									1896.								
		Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Scholarship candidates.	Boys ...	11	49	...	10	25	13	48	98·	9	14	67	1	22	32	8	62	94·	11
	Girls ...	13	21	1	1	10	8	19	95·	3	14	30	...	3	15	10	28	93·3	1
	Total ...	24	70	1	11	35	21	67	97·1	12	28	97	1	25	47	18	90	93·8	12
Certificate candidates.	Boys ...	15	68	2	2	21	28	51	77·3	...	13	83	...	21	34	21	76	91·6	...
	Girls ...	17	84	3	9	26	36	71	87·7	...	20	67	2	4	21	29	54	83·1	...
	Total ...	32	152	5	11	47	64	122	83·	...	33	150	2	25	55	50	130	87·8	...
Both classes ...		34	222	6	22	82	85	189	87·5	12	36	247	3	50	102	68	220	90·1	12

There was an increase of 27 in the number of candidates for scholarships and a decrease of 2 in the number of candidates for certificates.

The number of schools sending up candidates increased from 34 to 36.

Twelve scholarships, the full number sanctioned by Government, were awarded on the results of the last examination. The quality of passes was of a much higher order in 1896: this fact may simply indicate that the examination in 1896 was an easier one than that of 1895.

PRIMARY EDUCATION.

330. The next table gives statistics concerning primary schools:—

No.	Name of School.	Religious denomination.	Number of Pupils on 31st March— 1896. Boys.	1896. Girls.	1897. Boys.	1897. Girls.	Actual Receipts from Government. 1895-96.	1896-97.	Total Expenditure. 1895-96.	1896-97.
1	2	3	4	5	6	7	8	9	10	11
	Aided Schools.						Rs.	Rs.	Rs.	Rs.
1	B. N. R., Chakradharpur† ...	Protestant ...	11	12	9	11	...	(a)250	930	1,030
2	Dacca Primary†	Ditto ...	8	8	...*	...*	...	(b)150	7,523	150
3	E. I. R., Asansol	Ditto ...	18	26	22	29	850	860	2,313	2,728
4	E. I. R., Buxar	Ditto ...	8	9	9	13	385	315	1,923	1,553
5	E. I. R., Khagoul	Ditto ...	29	27	35	24	720	690	2,633	2,827
6	E. I. R., Madhupur	Ditto ...	8	6	9	7	250	250	874	985
7	E. I. R., Nawadih	Ditto ...	8	4	10	6	180	275	961	900
8	E. I. R., Raniganj	Ditto ...	5	8	8	9	100	215	1,099	1,134
9	European, Dinapur	Ditto ...	9	8	12	8	700	(c) 679	1,822	1,906
10	E. B. S. R., Saidpur	Ditto ...	25	33	30	27	(d) 862	(e) 900	3,644	3,208
	London Mission Day	Ditto ...	8	14	13	11	420	440	1,545	1,767
11	Loretto Day, Dhurrumtollah, Free.	Roman Catholic	44	112	45	128	1,426	1,486	2,594	5,645
12										
13	Old Church Free Day ...	Protestant ...	73	85	75	85	1,743	(f)11,832	4,102	70,742
14	St. Elizabeth's, Howrah ...	Roman Catholic	14	37	2	38	771	759	2,552	3,255
15	St. James's Parochial ...	Protestant ...	31	34	30	31	757	975	1,933	2,050
16	St. John's Girls'	Roman Catholic	16	27	10	24	786	820	1,559	1,909
17	St. John's Parochial	Protestant ...	36	34	29	29	1,140	1,138	2,884	2,537
18	St. Mary's, Hastings	Roman Catholic	12	15	15	20	535	480	2,204	2,261
19	St. Stephen's, Kidderpore ...	Protestant ...	13	12	21	15	660	554	1,630	1,700
20	St. Stephen's, Hazaribagh‡ ...	Ditto ...	9	8	4	2	315	380	1,824	380
21	Wesleyan Preparatory ...	Ditto ...	13	16	17	31	460	(g) 472	1,649	1,451
	Total ...	.....	398	535	411	548	13,060	23,920	48,498	1,10,018
	Unaided Schools.									
1	Campbell Cottage	Protestant ...	3	3	4	5	...	...	...	...
2	Christian Girls', Chinsura ...	Ditto ...	...	...	2	8	...	...	...	627
3	European Orphan Asylum ...	Ditto ...	...	55	...	45	(h)7,200	(h)7,200	13,278	14,401
4	St. Chrysostom's	Roman Catholic	43	...	29	...	...	...	840	420
	Total ...	.....	46	58	35	58	7,200	7,200	14,118	15,448

* Closed at the end of the year.
† Reckoned as unaided schools in 1895-96.
‡ A middle school in 1895-96.
(a) Placed under the Code from 1st May 1896.
(b) Ditto ditto 1st February 1896 and also losed on 1st July 1896.
(c) Included a furniture grant of Rs. 52.
(d) Included a special boarding grant of Rs. 105.
(e) Ditto ditto ditto Rs. 70.
(f) Ditto a building grant of Rs. 10,000.
(g) Ditto a furniture grant of Rs. 48.
(h) These are Government and military grants ot paid through this department.

331. *Primary School Examination.*—A summary of the results for the last two years is given below:—

		1895.									1896.								
		Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Scholarship candidates.	Boys ...	18	113	5	43	43	10	96	88·9	9	19	112	2	28	40	28	96	87·3	12
	Girls ...	33	87	1	34	32	13	79	91·9	11	34	98	1	18	38	13	69	71·1	9
	Total ...	51	200	6	77	75	23	175	90·2	20	53	210	3	46	78	41	165	79·7	21
Certificate candidates.	Boys ...	14	120	7	58	34	13	105	92·9	...	20	142	1	19	60	35	114	81·4	...
	Girls ...	32	181	8	53	71	25	149	86·1	...	34	172	3	26	60	43	129	76·3	...
	Total ...	46	301	15	111	105	38	254	88·8	...	54	314	4	45	120	78	243	78·4	...
Both Classes ...		54	501	21	188	180	61	429	89·4	20	61	524	7	91	198	119	408	80·4	21

There was an increase of 10 in the number of candidates for scholarships and an increase of 13 for certificates. Twenty-one scholarships, being one in excess of the full number originally sanctioned by Government, were awarded. The quality of passes obtained are of a much lower order than those of 1895, probably owing to the examination having been more difficult in 1896.

SUMMARY OF PROGRESS.

332. Mr. Peake, the Officiating Inspector, fully agrees with Mr. Bamford in the remarks which appear in his last report concerning the difficulty of obtaining efficient teachers for European schools. To some extent this is no doubt due to the smallness of the salaries offered. For salaries, which in many cases amount to little more than Rs. 25 a month, the services of fairly educated and experienced Eurasian or European teachers cannot be reasonably expected. However, any increase in the salaries, such as the majority of schools might be able to afford, would not be sufficient to attract trained teachers from home, and it is therefore necessary to rely mainly upon teachers recruited from this country. This points to the necessity of establishing a training college in Bengal before any substantial improvement in the efficiency of the teachers is likely to take place.

333. *Volunteer cadets.*—The number of efficient cadets, on whose account the grant of Rs. 6 was paid, was 834; the number of cadets who rendered themselves efficient was, however, 904, but no grant was paid to the Doveton College on account of 70 efficients.

The Government cadet grant was generally spent in the purchase of appliances for outdoor amusements and in defraying expenses in connection with class-firing. The award of this grant makes volunteering very popular among the boys.

The following extracts are taken from the 34th Annual Report (season 1896-97) of the Calcutta Volunteer Rifles, 1st and 2nd Battalions:—

"The musketry performances of the cadets during the past season claim very special mention, and exhibit a highly creditable advance. St. Joseph's Company stands conspicuously in the foreground. For the sixth year in succession the school holds the Halford Challenge Shield, with a score only once previously beaten. The same school made a good though unsuccessful bid to break the monotony of "B" 's tenure of the big shield with a creditable score of 927 against the winner's 995. * * * * * *

"In the cadets' prize meeting, the 'Viceroy's Medal' was taken with a score of 93 of the possible 110, a figure ten points better than the winning score of 1896, which this season has been beaten by eight competitors.

"The remarkable progress made by the Armenian College Company during a single season claims special attention. It may be said to have commenced its range history this year. * * * In the volley-firing competition, this Company won the Silver

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Bugle for the year. * * * . It also took the "Toker Challenge Cup" among seven competitors. * * * . Both on the drill ground and on the range the Armenian boys have shown themselves capable of first class work, thus fully justifying the pains expended upon them and bringing much credit to school and to regiment.

"The Free School cadets as usual have done excellent range work, winning the 'Avetoom Cup' and the second prize in the volley-firing competition."

The Free School was awarded His Honour Sir Alexander Mackenzie's Drill prize with 54 marks out of the possible 60, the Armenian College obtaining 53½ marks, Catholic Male Orphanage 52, Saint Joseph's School 49½, Calcutta Boys' School 39½, and the La Martinière 37.

Arrangements are being made for the formation of a cadet corps at the Government School, Kurseong.

334. In accordance with the resolution of the Government of India, No. $\frac{3\text{ Edn.}}{142-54}$, under date the 8th May 1896, and forwarded to this office under endorsement No. 3502, dated 14th July 1896, of the Director of Public Instruction, the provisions of the new Code were this year introduced into the schools. Owing to these orders being issued late in the year, the November examinations were held under the old Code. The primary, middle, and high school pass examinations will take place under the new Code for the first time in November 1897. If Government sanction be accorded to the proposed alterations in the revised Code, the High School Honour examination will be held for the first time in November 1898.

XI.—MUHAMMADAN EDUCATION.

335. *Progress of Education among Muhammadans.*—The following table shows the number of Muhammadan scholars in public and private institutions in 1891-92 and in 1896-97, and the percentage of this number to the total number of scholars, as well as the percentage of Muhammadans to the total population at the census of 1891 :—

Year.	Percentage of Muhammadans to total population (census of 1891).	Public Institutions.		Private Institutions.		All Institutions.	
		Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.
1	2	3	4	5	6	7	8
1891-92 ...	32·9	355,207	25·5	93,640	67·1	448,847	25·6
1896-97 ...		397,554	25·7	79,465	62·9	477,019	28·4

The number of Muhammadan pupils in the Province increased from 448,847 to 477,019, and their percentage to total number of pupils increased from 25·6 to 28·4. The gain is confined only to public institutions; those attending private institutions fell off very considerably. While the former gained 42,347, the latter lost 14,175 Muhammadan pupils. As most of the Muhammadan private institutions are Koran schools, the educational value of which has repeatedly been questioned, decline of pupils in this class of institutions does not indicate serious retrogression from an educational point of view. On the other hand, a simultaneous increase of Muhammadan pupils in public institutions implies advancement. It is very doubtful how far Koran schools, in which little but the mechanical reading of the sacred text is taught, should have a place in a return which deals with secular instruction.

336. The following statement shows the percentage of Muhammadans to (1) total population, (2) urban population, and (3) total number of scholars in public institutions :—

	Percentage of Muhammadans to		
	Total population.	Urban population.	Scholars in public institutions.
1	2	3	4
Bengal	32·8	27·5	25·7

The percentage of Muhammadans in public institutions has risen from 25·5 in 1891-92 to 25·7 in 1896-97.

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337. *Classification of Muhammadans.*—The next table shows the number of Muhammadan pupils in each of the different grades of public institutions and the percentage to the total number of pupils—

Year.	In Arts colleges (English).		In Professional Colleges.		In Secondary schools.		In Primary schools.	
	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.	Muhammadans.	Percentage of Muhammadans.
1	2	3	4	5	6	7	8	9
1891-92 ...	299	5·7	37	3·5	27,461	13·5	324,172	27·6
1896-97 ...	361	5·6	76	3·7	31,236	13·9	362,328	27·7

The number of Muhammadan pupils has increased in all classes of institutions—in arts colleges 20·7 per cent., in professional colleges a little more than cent. per cent., in secondary schools 13·7 per cent., and in primary schools 11·8 per cent. In considering the educational progress of Muhammadans the distinction between the various grades of education should be taken into consideration. Confusion is likely to arise by taking the statistics of all kinds as a whole in a lump. The percentage of Muhammadans in the population is close upon 33; and though the total percentage of Muhammadan pupils approaches this figure, yet it falls off sadly in the higher branches of the educational system; in collegiate education their backwardness is most lamentable. The gain of nearly four thousand Muhammadan pupils in secondary schools indicates some advancement, but still the proportion is much lower than in the case of the Hindus. It is only in the lower primary schools that the proportion of Muhammadans in any degree approaches to what might fairly be expected.

338. *Success at University examinations.*—The following table shows the number of Muhammadans who passed the various University examinations in 1891-92 and in 1896-97:—

Year.	Entrance.		F. A.		B. A.		M. A.		B. L.		All Medical Examinations.		All Engineering Examinations.	
	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.	Total number passed.	Total Muhammadans passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1891-92	1,695	85	1,011	47	273	14	46	1	48	4	135	1	9	...
1896-97	2,899	241	1,017	52	364	14	83	1	204	14	237	1	21	...

At all the examinations, except those for the B. A. and M. A. degrees in which no advance was made, Muhammadan candidates acquitted themselves better in 1896-97 than in 1891-92. At the Entrance and First Arts examinations the number of successful Muhammadan candidates increased both absolutely and relatively to pupils of other persuasions. At the Entrance examination the number of successful Muhammadan candidates more than doubled, and their percentage to total number of successful candidates increased by 3·4. At the First Arts examination the number rose from 47 to 52, or from 4·6 to 5·1. The number of passes, both at the B. A. and M. A. examinations, remained stationary, but the percentage went down from 5·1 to 3·6 in the former and from 2·1 to 1·2 in the latter. At the B. L. examination the number of successful Muhammadan candidates advanced from 4 to 14, but their percentage declined from 8·3 to 6·8. Taking all the medical examinations together, only 1 out of 237 successful candidates was a Muhammadan in 1896-97,

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while 1 out of 135 Muhammadan passed in 1891-92. No Muhammadan passed at any of the engineering examinations in either year. Besides the above, the Medical Schools passed 16 and the Survey Schools 15 Muhammadan candidates in 1896-97. The percentage of successful Muhammadan candidates to total number of successful candidates at different examinations shows how much ground the Muhammadans have yet to gain.

339. The subjoined table gives the number of Muhammadan pupils at school, and their percentage to Muhammadan population of school-going age separately for each Division :—

Division.	Muhammadan population (census 1891) of school-going age.	1891-92.		1896-97.	
		Muhammadan pupils at school.	Percentage of Muhammadan pupils to Muhammadan population of school-going age.	Muhammadan pupils at school.	Percentage of Muhammadan pupils to Muhammadan population of school-going age.
1	2	3	4	5	6
Burdwan	149,878	29,689	19·8	30,528	20·3
Presidency	601,648	49,643	8·2	58,766	9·7
Calcutta	30,475	7,052	23·1	6,297	20·6
Rajshahi	753,644	55,901	7·4	69,703	9·2
Dacca	964,507	131,558	13·6	137,105	14·2
Chittagong	437,197	121,465	27·7	108,211	24·7
Patna	270,918	29,132	10·7	32,696	12·0
Bhagalpur	254,754	17,265	6·7	25,325	9·9
Orissa	13,941	3,182	22·8	3,516	25·2
Orissa Tributary Mahals	928	109	11·7	111	11·9
Chota Nagpur ...	38,671	3,798	9·8	4,696	12·1
European schools ...	.....	53	.....	65	.....
Total ...	3,516,561	448,847	12·8	477,019	13·6

The above shows an advance as regards both the total number of Muhammadan pupils and the proportion they bear to Muhammadan population of school-going age: the number increased by 28,172, and the percentage by ·8. The gain both in number and percentage is shared by all the Divisions in the Province except Chittagong and Calcutta. The Rajshahi Division has gained the largest number of Muhammadan pupils, viz., 13,802; the Presidency Division, with a gain of 9,123 Muhammadan pupils, comes next; and the Bhagulpur Division, in which the increase amounts to 8,060, occupies the third place in this respect. Chittagong is the only Division that has suffered heavily both in respect of number and percentage of Muhammadan pupils: the number has decreased by 13,254 and the percentage by 3. The loss of so many Muhammadan pupils does not seem to have been satisfactorily accounted for. Some of the reasons assigned by the Assistant Inspector are (1) heavy floods in Tippera, (2) fixing of a minimum reward, and (3) the abolition of a fee for furnishing annual returns.

340. *Muhammadan Education in Bengal.*—Almost all public schools are open to Muhammadan students. Schools for general education, established solely or mainly for the benefit of Muhammadans, are also gaining in number year by year. Some of the maktabs adopted during the period under review courses of studies prescribed by the Department. The number of private madrasahs has also risen; and though the number of madrasahs under Government management decreased by 1, the number of scholars attending these institutions increased by 104. In 1891-92 there were 1,628 scholars in 7 Government madrasahs; in 1896-97 the number rose to 1,732. The Calcutta Madrasah is classed as an Arts College, but since 1888 the students of the College Department have been attending the classes of the Presidency College. The number of students in this department was 53 in 1896-97, against 48 in 1891-92. Two of the departments of this institution are returned as ordinary schools. One of

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these sends up candidates to the University Entrance examination, and the other teaches up to the middle English standard. One madrasah is a high English school, two others have Anglo-Persian Departments from which candidates appear at the Entrauce examination of the Calcutta University. Some of the private madrasahs are aided by Government; two of these have Anglo-vernacular departments attached to them, and prepare candidates for the Middle English and Middle Vernacular examinations; a few teach the primary course prescribed by the Department. In most of the private madrasahs the general course of studies is purely Oriental, but in some cases instruction is given in English or Bengali as an optional subject. As for want of some knowledge of English the successful students of the madrasahs scarcely find any field for the employment of their attainments and energies, a proposal was made for the introduction of English into the madrasahs as a compulsory subject. It was, however, decided that "it will be some years before an attempt can safely be made to carry out the proposal." In the Arabic or Oriental Department of the first-grade madrasahs the course of studies generally lasts for eight or nine years; students of the four higher classes appear at a central examination. The number of successful candidates at this examination decreased from 224 in 1891-92 to 155 in 1896-97. The madrasahs at Calcutta, Cox's Bazar, and Murshidabad were maintained in 1891-92 from Provincial revenues, from which Rs. 27,457 were spent, while in 1896-97 Rs. 24,455 were spent from Provincial revenues on the madrasahs at Calcutta, Rajshahi, and Murshidabad. The amount expended from the Mohsin Fund for the maintenance of madrasahs was Rs. 27,912 in 1896-97, against Rs. 32,426 in 1891-92. In consequence of the conversion of Government securities from 4 to 3½ per cent., the income from the Mohsin endowment was considerably reduced. In order to bring the expenditure within the reduced income, the following changes have, with the sanction of Government, been effected in the administration of this fund:—The part payment of fees in schools and colleges has been reduced from two-thirds to one-half, an exception being made in case of the Presidency College, in which students are allowed, as hitherto, to read at one-third of the ordinary fees, which are much higher than in other institutions; (2) Muhammadan students of any college in Calcutta under private management have for many years been admitted to the benefits of the fund without restriction; a fixed sum has now been allotted for this purpose, which is distributed each year among such of the colleges as are largely attended by Muhammadans; (3) the salaries of the Maulvies employed in collegiate and zilla schools, which were formerly paid from the Mohsin Fund, are now charged to provincial revenues. The increased charge thus thrown upon the provincial grant is about Rs. 4,500 a year. The scholarships given from this fund include 44 Arabic scholarships awarded on the result of the central examination of madrasahs, 34 English scholarships tenable in high schools, 8 junior scholarships awarded on the result of the Entrance examination, 5 senior scholarships given to those who pass the First Arts examination, and 2 Graduate scholarships.

341. The districts of Eastern Bengal and of Bihar having enjoyed for upwards of five years the services of the two Assistant Inspectors of Muhammadan Education, the jurisdiction of these officers was transferred in 1895, one being placed in charge of the Presidency Circle and Orissa and the other in charge of the Burdwan and Rajshahi Divisions. During the period under review these officers made various suggestions for improvement of Muhammadan education. Some of their proposals have already been carried out, and others are still under consideration. At the instance of Maulvi Abdul Karim, one of the Assistant Inspectors, the rule which forbids the admission of a boy above the age of 14 to any class in a zilla school below the fourth has been relaxed in case of Muhammadan boys, on the ground that they at first go through a course of religious instruction, and generally join schools later than Hindu boys. The same officer represented the great difficulty to which Muhammadan students belonging to the interior of a district are put, owing to scarcity of Muhammadan officials and professional men, in finding lodgings at the head-quarters stations when they wish to read in the collegiate or zilla schools; and he proposed establishment of boarding-houses at those places where the schools are largely attended by Muhammadans. Accordingly

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a circular was issued to the effect that Government would be prepared to contribute towards the cost of building cheap boarding-houses for Muhammadans, provided the chief share was borne by local subscriptions, and to grant the usual capitation fee of 8 annas a head. Attempts are thus being made to establish Muhammadan hostels for high English schools and colleges largely attended by Muhammadans, and a few have already been established. Both of the Assistant Inspectors represented that in case of many Muhammadan boys poverty stands in the way of their joining the public schools. Provision has accordingly been made for the award to Muhammadan pupils of a number of free-studentships in middle and high schools under public management up to a limit of 8 per cent. of the total number of pupils on the rolls, and of 12 free-studentships in any one school. Exception was taken to the payment of salaries of Persian teachers in collegiate and zilla schools from the Mohsin Fund, on the ground that the appointment of a Maulvi in such an institution is of equal importance with that of a Pandit; and as the latter officer is paid from the general revenues of the school, the former also should be paid out of that source. The Maulvi's salary, as stated above, is now debited to provincial revenues. Care is being taken to give a larger share of educational appointments to Muhammadans than before. The three newly-created posts of Additional Deputy Inspector have been filled up by Muhammadans; and though up to this time Muhammadans have not been appointed school-masters to any large extent, something is being done in this direction. The appointment of Sub-Inspectors is at the disposal of the District Boards, which, in some cases, have acted according to the desire of Government. Proposals for the reservation of a certain number of middle scholarships for Muhammadans are under consideration.

SUPPLEMENTARY.

342. The following table shows the number and percentage of Muhammadan pupils in different classes of schools for the last two years:—

	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1896.	1897.	1896.	1897.	1896.	1897.
1	2	3	4	5	6	7
Public Institutions—						
Arts colleges	6,193	6,384	384	361	6·2	5·6
High English schools	81,612	84,882	9,369	9,497	11·5	11·2
Middle ,, ,, ...	68,556	72,425	9,454	9,908	13·8	13·7
,, vernacular schools ...	65,977	66,787	11,674	11,831	17·7	17·7
Upper primary schools	160,966	170,819	35,564	38,261	22·0	22·4
Lower ,, ,, ...	1,144,511	1,137,048	334,443	324,067	29·2	28·5
Professional colleges	1,823	1,889	71	68	3·9	3·6
Technical schools	3,607	3,572	516	477	14·3	13·3
Training ,, ...	1,454	1,770	87	103	6·	5·8
Madrassahs	3,111	3,017	3,090	2,981	99·3	98·8
Total ...	1,537,810	1,548,593	464,652	397,554	26·3	25·7
Private Institutions—						
Advanced	34,692	31,641	13,328	12,191	38·4	38·5
Elementary	32,979	30,831	7,040	6,437	21·3	20·9
Teaching the Koran only	68,546	59,790	68,544	59,764	100·	99·9
Other schools not conforming to departmental standard.	2,975	3,920	735	1,073	24·7	27·4
Total ...	139,192	126,182	89,642	79,465	64·4	62·8
GRAND TOTAL ...	1,677,002	1,674,775	494,294	477,019	29·5	28·4

The above shows decline as regards both the number of Muhammadans at schools and the proportion they bear to the total number of scholars on our returns. The total loss of Muhammadan pupils amounts to 17,275, of which the public institutions lost 7,098 and the private institutions 10,177. The percentage went down from 29·5 to 28·4; it decreased in public institutions by ·6 and in private institutions by 1·6. The decline both in number and percentage is perhaps mainly attributable to scarcity and the depressed condition of the agricultural classes to which the Musalman population

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mainly belongs. As Muhammadan students attending the rural schools belong, with few exceptions, to the agricultural class, their increase or decrease depends chiefly upon the state of the crops.

Among public institutions the high English, middle English, middle vernacular, upper primary, and training schools gained Muhammadan pupils; the largest increase (2,697) being in upper primary schools. Other classes of public institutions suffered as regards both number and percentage.

There has been an increase of Muhammadan pupils in the Presidency, Chota Nagpur, Bhagalpur, Burdwan, and Rajshahi Divisions, while in other divisions the number declined, the largest gain being reported from the Presidency Division and the heaviest loss from Chittagong.

343. The subjoined statement shows the estimated expenditure from the Mohsin Fund and the actual expenditure:—

Head of charge.	1895-96.		1896-97.	
	Estimated expenditure.	Actual expenditure.	Estimated expenditure.	Actual expenditure.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Maintenance of madrasahs ...	34,942	28,639	34,605	27,912
Salaries of Maulvis	...	2,228	...	...
Scholarships	9,400	9,037	10,080	8,659
Short-fee payments	14,312*	11,209	15,810	7,992
Miscellaneous	...	3,749	80	3,597
Total ...	58,654	54,862	60,575	48,160

* Includes contributions to private madrasahs.

The actual expenditure was less than the estimate by Rs. 12,415. The figures for actual expenditure have been supplied by the Accountant-General.

344. The following statement shows the success obtained by Muhammadan candidates at the different University and departmental examinations during the year under report:—

	Number of successful candidates.				Percentage of Muhammadans—			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1896.	1897.	1896.	1897.	1896.	1897.	1896.	1897.
1	2	3	4	5	6	7	8	9
M. A.	4	1	83	83	4·8	1·2		
B. A.	18	14	294	364	6·1	3·8	6·2	5·6
First Arts	51	52	1,015	1,017	5·0	5·1		
Entrance	141	241	2,308	2,899	6·1	8·3	11·5	11·2
Middle scholarship ...	472	598	3,931	4,738	12·0	12·6	15 7	15·7
Upper primary ...	1,035	1,160	6,065	6,698	17·0	17·3	20·0	22·4
Lower „ ...	5,721	7,557	31,408	38,314	18·2	19·7	29·2	25·4
Total	7,442	9,623	45,104	54,113	...	...	...	...

The total number of successful Muhammadan candidates at different examinations rose from 7,442 to 9,623. There is a satisfactory increase at all the examinations except the M.A. and B.A. examinations. The percentage of Muhammadans among successful candidates also advanced all round except in case of the M.A. and B.A. examinations. The results show improvement, particularly in case of the departmental examinations, but are as usual disappointing when we consider the proportion which the Muhammadan element bears to the total population.

345. The following table shows the general results of the central examinations of madrasahs for the last two years :—

	1896.					1897.				
	Number of candidates.	First division.	Second division.	Third division.	Total.	Number of candidates.	First division.	Second division.	Third division.	Total.
1	2	3	4	5	6	7	8	9	10	11
Calcutta	82	34	19	16	69	94	37	12	19	68
Dacca	78	14	9	3	26	48	9	6	10	25
Chittagong	80	25	29	12	66	71	12	6	18	36
Hooghly	17	5	3	4	12	17	2	2	8	12
Tippera Hussamiah ...	11	4	3	...	7	21	1	4	5	10
Sasaram	6	1	...	1	2	4	...	1	...	1
Sitakund	7	..	3	1	4	6	...	1	2	3
Total ...	281	83	66	37	186	261	61	32	62	155

The total number of successful candidates fell from 186 to 155. The decline is shared by all the madrasahs except the Hooghly Madrasah and the Hussamiah Madrasah at Comilla. The result would appear to point to a difficult examination.

346. The next table gives the results of the year's examinations in further detail:—

Class.	Madrasahs.	Number passed in the—			Total number passed.
		First division.	Second division.	Third division.	
1	2	3	4	5	6
Fourth-year Class ...	Calcutta	10	5	7	22
	Dacca	3	1	4	8
	Chittagong	4	3	1	8
	Hooghly	1	...	2	3
	Tippera Hussamiah	1	3	1	5
Third-year Class ...	Calcutta	6	1	2	9
	Dacca	2	1	2	5
	Chittagong	2	...	4	6
	Hooghly	...	1	1	2
	Tippera Hussamiah	...	...	1	1
	Sasaram	...	1	...	1
Second-year Class ...	Calcutta	11	3	6	20
	Dacca	2	2	3	7
	Chittagong	4	1	11	16
	Hooghly	...	...	4	4
	Sitakund	...	...	2	2
First-year Class ...	Calcutta	10	3	4	17
	Dacca	2	2	1	5
	Chittagong...	2	2	2	6
	Hooghly	1	1	1	3
	Tippera Hussamiah	...	1	3	4
	Sitakund	...	1	...	1
	Total ...	61	32	62	155
	Total for 1895-96 ...	83	66	37	186

347. The subjoined table compares the attendance and expenditure of all madrasahs under Government management during the past two years:—

	Number of pupils.		Receipts from Government.		Total expenditure.	
	1896.	1897.	1896.	1897.	1896.	1897.
1	2	3	4	5	6	7
			Rs.	Rs.	Rs.	Rs.
Calcutta (Arabic Department) ...	435	430	10,659	9,574	13,083	12,045
Dacca	429	478	.....	.....	13,708	15,295
Chittagong	669	580	.....	.....	9,875	10,076
Hooghly	52	166	.....	.....	2,218	2,375
Rajshahi	52	53	3,448	3,008	3,672	3,213
Nawab's Madrasah, Murshidabad...	58	60	12,082	11,873	12,082	11,873
Total ...	1,695	1,667	26,189	24,455	54,538	54,877

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The madrasahs at Dacca, Chittagong, and Hooghly are supported from the Mohsin Fund: hence no expenditure has been shown against them in columns 4 and 5. The attendance in all the madrasahs together declined from 1,695 to 1,667, and their expenditure also increased from Rs. 54,638 to Rs. 54,877.

348. *The Calcutta Madrasah* gained, on the whole, 30 pupils during last year, at the close of which there were on its rolls 1,052 pupils, against 1,022 in the preceding year. The number of students who attended lectures in the Presidency College increased from 45 to 53, and the Anglo-Persian Department gained 63 pupils; but the Arabic Department and the Colinga Branch School lost 5 and 33 pupils respectively.

Thirty-three students of the Madrasah attending the Presidency College went up to the last F. A. examination; of these, 16 were successful. The Anglo-Persian Department sent up 22 candidates to the Entrance examination, and 16 of them passed.

The total expenditure of the Madrasah, including the Colinga Branch School, amounted last year to Rs. 52,494, of which Rs. 8,610 was raised from fees and fines, and the balance was paid from provincial revenues.

The cause of physical training is carefully attended to.

The construction of the Elliott Madrasah Hostel was completed in October last. Its opening for the occupation of students, however, has been deferred by Government on the ground that adequate contributions have not been raised by the Muhammadan community towards the cost of its construction.

349. *The Dacca Madrasah* had on its rolls at the end of the year 478 pupils, against 429 of the preceding year; 246 of the pupils belonged to the Arabic Department and 232 to the Anglo-Persian Department. The total expenditure during last year amounted to Rs. 15,295, of which Rs. 3,438 was realised from fees and fines and the balance paid out of the Mohsin Fund. There were 27 boarders at the close of the year. Out of 9 candidates from the Anglo-Persian Department, 5 passed the Entrance examination. The Arabic Department sent up 48 candidates to the last Central examination, of whom 25 were successful. The English classes opened in 1895 in connection with the Arabic Department do not seem to have proved successful. At the end of the year there were only 21 Arabic students reading English. A proposal has been made to make the study of English compulsory. In addition to the athletic club, mention of which was made in the last report, a gymnasium has also been provided with the help of the Nawab Bahadur of Dacca and a special grant from Government.

350. *The Chittagong Madrasah* lost 89 pupils during the last year, at the end of which it had on its rolls 580 pupils, against 669 in the year before. Of these, 458 belonged to the Arabic Department and 122 to the Anglo-Persian Department; 126 pupils of the former department also read English as an optional subject. The total expenditure increased from Rs. 9,875 to Rs. 10,076, of which Rs. 3,206 was realised from fees and fines. The hostel attached to the madrasah had 28 boarders, against 30 in the previous year. There is an athletic club, but no play-ground.

351. *The Hooghly Madrasah.*—On the 31st March last the number of pupils on the rolls was 66, against 52 in the preceding year. The expenditure amounted to Rs. 2,375, of which Rs. 160 was raised from fees. Seventeen candidates appeared at the Central examination and 12 of them passed.

352. *The Rajshahi Madrasah.*—At the end of the year there were 53 pupils, against 52 in the preceding year. The total expenditure during the year was met from fees and the Mohsin Fund. The number of boarders was the same (36) as that of the last year.

353. *The Nawab of Murshidabad's Madrasah*—Is a high English school maintained for the education of the Murshidabad family. It will be noticed in the next chapter as an institution for the education of Native Chiefs and noblemen.

354. Some of the districts have taken special steps for encouragement of Muhammadan education—special grants have been sanctioned for maktabs, free-studentships have been granted to poor Muhammadan pupils, lower primary scholarships have been reserved for Muhammadan candidates, and Muhammadans have been appointed as inspecting officers. These have been decidedly beneficial

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to the cause. But in several districts hardly anything seems to have been done in this direction. "This is perhaps due," writes the Assistant Inspector of Muhammadan Education, Presidency Circle, "to the unrepresentative character of the District Boards, in some of which the number of Muhammadan members is next to *nil*." On occurrence of vacancies in some of the districts, the claims of deserving Muhammadan candidates are said to have been overlooked.

In addition to the above, Muhammadan candidates compete for the middle and primary scholarships awarded on the results of the departmental examinations, but in several cases they fail to gain their due share.

CHAPTER XII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

355. There are no organised schools in Bengal specially intended for the education of native chiefs and noblemen except the Nawab's Madrasah at Murshidabad. This is attended by the grandsons and relatives of the late Nawab Nazim of Bengal. Though called a Madrasah, it is, in fact, a high school; but no pupil has as yet passed the Entrance examination from it. It had 60 pupils at the close of 1896-97, against 59 in 1891-92. Of these, 33 are grandsons of His Highness the late Nawab Nazim of Bengal, and three are sons of the present Nawab Bahadur. The pupils are all of the Shia persuasion. The instructive staff consists of 6 English teachers and 2 maulvis. There are also employed an Ataliq in the boarding department, a clerk, a gymnastic master and a drawing master: the last-named officer also works in the neighbouring High School. The sixth master is in charge of a Bengali class in addition to his other duties. The number of boarders in 1897 was 22, against 14 in 1892. The total expenditure in 1896-97 was Rs. 11,873, met from Provincial revenues exclusively. The cost in the boarding department was Rs. 17-12, and in the school department Rs. 18-3 per head. The total expenditure in 1891-92 was Rs. 15,219.

356. Regarding the native chiefs of the Tributary Mahals of Orissa, Mr. Cooke, the Commissioner, writes:—"When they are minors, they are educated at the Ravenshaw College, Cuttack; otherwise they can hardly be said to be educated, which accounts for the appallingly bad chiefs some of them are."

CHAPTER XIII.—PRIVATE INSTITUTIONS.

PRIVATE INSTITUTIONS.

357. The schools under this head are practically the same as in 1883 and in 1892, so that the line of demarcation drawn by the Education Commission (Report, paragraph 355) between public and private institutions continues unaltered to the present day. "Private" institutions stand outside the recognised system of public instruction. They are schools which do not follow the ordinary departmental standards of instruction, and submit to no public test, but adhere to the indigenous modes of teaching handed down by tradition. They also include all primary schools with less than 10 pupils. Sanskrit tols, though sending pupils to the Title and prescribed Examinations, and receiving stipends and rewards from Government, are similarly treated as private institutions; and so also are the "Kyoungs" or Buddhist monastic schools of the Chittagong Division. Private institutions are either (1) advanced institutions teaching (*a*) Arabic or Persian, and (*b*) Sanskrit; and (2) elementary institutions teaching (*a*) a vernacular only or mainly, (*b*) the Koran, and (*c*) other subjects.

358. *Scholars in private institutions.*—The following table compares the number of private institutions of each class returned in 1891-92 and 1896-97, and the number of pupils attending them:—

	1891-92.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Advanced institutions, teaching—				
(*a*) Arabic or Persian	1,294	16,745	1,219	14,014
(*b*) Sanskrit	1,694	18,117	1,763	17,627
Total ...	2,988	34,862	2,982	31,641
Elementary institutions, teaching—				
(*a*) A vernacular only or mainly. For boys ...	4,543	31,003	4,184	30,679
(*a*) A vernacular only or mainly. For girls ...	84	568	21	152
(*b*) The Koran ... For boys ...	5,969(*a*)	70,360	4,326	57,698
(*b*) The Koran ... For girls ...			391	2,092
(*c*) Other subjects ... For boys ...	208	2,265	293	3,476
(*c*) Other subjects ... For girls ...	76	536	10	444
Total ...	10,880	104,732	9,225	94,541
GRAND TOTAL ...	13,868	139,594	12,207	126,182

(*a*) No separate figures for boys and girls are available.

The above shows a decline of 6 advanced institutions and of 3,221 pupils attending them, and of 1,655 elementary institutions and of 10,191 pupils attending them, making up a total loss of 1,661 private institutions and of 13,412 pupils in the last five years. The falling off may, to some extent, be attributed to the absorption of a number of the elementary private institutions into the Departmental system under the head of primary schools, but it is chiefly due to the discontinuance or reduction of the registration fees paid to them in past years for furnishing annual returns, their educational value, especially as regards the "Koran" schools, being in the opinion of competent authorities but small. The loss in elementary institutions includes a loss of 1,252 "Koran" schools.

359. *Koran schools.*—The elaborate remarks made by the two Assistant Inspectors of Muhammadan Education in Bengal, regarding the value of these schools from an educational point of view, were quoted by Mr. Nash, and are applicable to them as well in 1896-97 as they were in the beginning of the quinquennium. Being for the most part conducted by *Mianjis*, who are themselves generally illiterate, and who accordingly teach little but Koran-chanting, the retention of these schools on our returns is justified only on the ground that they often indicate the direction towards which departmental agencies may drive for extending the scope of primary education among the masses, by improving or utilising such of them as might be reasonably expected to adopt our standards. In this way some of them have already been brought within the sphere of our influence, as, for instance, in the town of Calcutta, where, with the help of an inspecting *Munshi* specially appointed for the purpose since 1894-95, the Deputy Inspector has been able to introduce, into

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a number of them, the lower primary course in Urdu, which is the mother tongue of the up-country Mahammadans living in the town.

360. *Divisional Returns of Private Schools.*—The next table shows the distribution of the different classes of private schools, division by division, in 1892 and 1897:—

Division.	1891-92.										1896-97.									
	Arabic or Persian.		Sanskrit.		Vernacular.		Koran.		Miscellaneous.		Arabic or Persian.		Sanskrit.		Vernacular.		Koran.		Miscellaneous.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Burdwan	41	469	190	1,438	82	575	45	530	5	60	40	573	262	2,247	34	307	49	687	2	62
Presidency	15	353	59	558	11	83	10	247	...	...	1	25	93	921	1	8	15	226	...	...
Calcutta	...	...	6	33	...	...	100	3,004	...	...	...	...	9	70	27	1,080	81	1,707	...	...
Rajshahi	56	1,202	27	198	80	731	61	788	...	...	46	795	24	270	67	686	75	855	...	...
Dacca	150	2,492	410	3,580	754	4,255	3,645	35,661	80	534	124	1,556	420	3,709	671	3,595	2,704	28,267	16	360
Chittagong	84	2,423	112	1,261	240	2,698	1,865	27,760	21	362	98	2,393	92	930	69	1,061	1,454	24,690	53	941
Patna	496	5,293	675	8,959	1,690	12,214	174	1,768	152	1,450	516	4,692	616	7,054	1,362	11,323	224	2,091	186	2,046
Bhagalpur	346	3,125	147	1,354	656	4,153	61	489	11	261	323	2,804	154	1,406	743	5,203	104	1,125	33	411
Orissa	51	775	53	545	946	5,707	2	19	5	91	32	534	73	740	1,176	7,224	6	88	4	75
Orissa Tributary Mahals	...	...	6	75	116	721	1	20	10	43	...	...	13	190	16	95	2	31	9	25
Chota Nagpur ...	55	613	9	116	52	386	5	74	...	...	39	642	7	90	39	269	3	23	...	...
Total ...	1,294	16,745	1,694	18,117	4,627	31,571	5,969	70,360	284	2,801	1,219	14,014	1,763	17,627	4,205	30,831	4,717	59,790	303	3,920

The most important private institutions are those in which advanced teaching is imparted in Arabic or Persian, or Sanskrit. Those teaching Arabic or Persian are *Madrasahs* or *maktabs*, and those teaching Sanskrit are *tols*. The decrease of pupils in the Sanskrit *tols* is possibly due, as the Assistant Inspector of Schools, Chittagong Division, remarks, to the present scarcity, the very essence of the constitution of *tols* being that the pupils must be fed and lodged by their teachers.

361 The deputation of Mahamahopadhyay Mahes Chandra Nyayaratna, C.I.E., in 1891 to inspect, and report upon the *tols* of Bengal with suggestions for arresting their decay, was noticed by Mr. Nash in paragraph 251 of his review. In it were also given a summary of the Mahamahopadhyay's report and the measures sanctioned by Government in March 1892, among which the provision of large salary stipends (non-pensionable) to the teachers of a few selected *tols* and the creation of a system of rewards in the form of small stipends annually awardable to teachers and pupils on the results of examinations, were the most important. These measures came into operation from 1892-93. Of the 5 salary stipends of from Rs. 100 to Rs. 30 a month created by these orders, costing Rs. 3,360 a year, 3 were allotted to Bengal, 1 to Bihar, and 1 to Orissa. In February 1893, detailed rules were issued by Government for the award of stipends to pupils and teachers. Two separate examinations each with a common set of questions were provided for, to be annually conducted by a number of recognised institutions all over the province, under the general supervision of the Principal of the Sanskrit College. The standards for these examinations were so prescribed as to lead up eventually to the Sanskrit Title Examination,—an examination which was first held in 1878.

Mahamahopadhyay Mahes Chandra Nyayaratna's inspection tour in Orissa in 1893 proved a distinct success, and evoked much enthusiasm in the cause of Sanskrit learning. An association was formed in each of the three districts of the Division: these were brought under the general scheme noticed above, and the Tributary Chiefs came forward with liberal offers to promote the study of Sanskrit.

362. The new examinations were first held in 1892-93, when 268 pupils passed by the lower and 113 by the higher standard. The number went on increasing to 350 and 129 respectively in 1893-94, 408 and 196 in 1894-95, and 412 and 207 in 1895-96; but there was a slight falling off last year, when 411 passed in the first examination and 187 in the second.

363. The results of the Sanskrit Title Examination are shown below for the last six years:—

46 passed in 1892.	35 passed in 1895.
31 „ 1893.	37 „ 1896.
40 „ 1894.	64 „ 1897.

PRIVATE INSTITUTIONS.

364. The above represents the departmental measures taken for the encouragement of Sanskrit learning. Nor has private liberality been idle in this direction. The Mulajor Sanskrit *Tol* in the Presidency Division continues to be maintained out of the interest of a lakh of rupees given by the late Babu Prasanna Kumar Tagore, C.S.I. This and the expenditure of Rs. 18,700 a year by the Maharaja of Darbhanga for the encouragement of Sanskrit learning, were noticed in Mr. Nash's review. The liberality of Srimati Arnakali Devi of Cossimbazar, who maintains the Victoria Jubilee *Tol* at an annual cost of about Rs. 3,000, and of the various Chiefs, Rajas, and zamindars of the country who support *tols* at their own expense, deserves prominent mention. But the most important event in the history of Sanskrit education in recent years was the creation of a munificent trust of a lakh and sixty thousand rupees, yielding an income of Rs. 8,000 a year, by the late Babu Bhudeb Mukherji, C.I.E., who, after a distinguished career in the Bengal Educational Service, continued, until his death in May 1894, to occupy a conspicuous and honoured position in native society, by virtue of his profound erudition and genuine philanthropy. The object of this endowment was to encourage Sanskrit learning.

365. A few District and Municipal Boards of Bengal pay grants to Sanskrit *tols*. This they are allowed to do, when there are funds enough to encourage this branch of education, after making suitable provision for primary and other schools made over to their control under statutory orders. The total district and municipal fund expenditure on *tols* in 1896-97 was Rs. 3,865.

366. As regards the schools for teaching Arabic and Persian, the better class are returned as madrasahs, for which a common central examination is held. This has been noticed in the chapter on Muhammadan Education.

367. The "Miscellaneous" schools shown in the table are generally of a a nondescript kind, teaching any subject and any language at the pleasure of the guardians concerned. The most important of them are the Kyoungs or Buddhist monastic schools in Chittagong and the Chittagong Hill Tracts. They combine religious with secular instruction. The beginners learn Burmese only; the advanced pupils are taught Pali also. The teachers are the priests who are called Raolis. These Raolis care little for rewards as given by the Department, being "well fed and superbly lodged by their disciples." Hence is experienced difficulty in improving the Kyoungs, the standards ordinarily taught in the Burmese classes corresponding only to the A and B standards of primary schools. There were 53 such schools with 941 pupils in 1896-97, against 21 schools with 362 pupils in 1891-92.

SUPPLEMENTARY.

368. The subjoined statement summarises the results of the Sanskrit first and second examinations for the past two years :—

Results of the Sanskrit First Examination.

Name of Association.	1896.			1897.			Remarks.
	Number passed.	Number of stipends awarded to—		Number passed.	Number of stipends awarded to—		
		Teachers.	Pupils.		Teachers.	Pupils.	
1	2	3	4	5	6	7	8
Dacca Sarasvat Samaj ...	81	11	10	51	7	9	
Nadia Banga Bibudhajanani Sabha	59	6	10	55	6	11	
Calcutta Pandit Sabha ...	39	3	6	76	12	12	
Barisal Dharma Rakshini Sabha	8	1	1	17	2	2	
Bhatpara Pariksha Samaj ...	38	3	8	19	2	5	
Ghatal Sanskrit Samiti ...	83	9	6	31	3	2	
Boalia Dharma Sabha ...	2	1	1	...	...	...	
Bihar Sanskrit Sanjivan ...	32	5	3	61	8	4	
Puri Jagannath Samiti ...	46	5	4	17	3	3	
Rangpur Dharma Sabha ...	7	1	2	4	1	1	
Orissa Sanskrit Samiti ...	11	1	1	11	2	2	
Balasore Dharma Sabha ...	6	1	1	18	3	3	
Kotalipara Arjya Siksha Samiti	...	...	...	22	2	2	
Narail Vidyotshahini Sabha...	...	...	...	29	3	4	
Total ...	412	47	53	411	54	60	

PRIVATE INSTITUTIONS.

Results of the Sanskrit Second Examination.

Name of Association.	1896.			1897.			Remarks.
	Number passed.	Number of stipends awarded to—		Number passed.	Number of stipends awarded to—		
		Teachers.	Pupils.		Teachers.	Pupils.	
1	2	3	4	5	6	7	8
Dacca Sarasvat Samaj ...	32	7	6	14	4	3	
Nadia Banga Bibudhajanani Sabha	29	4	9	15	2	7	
Calcutta Pandit Sabha ...	24	2	5	52	14	12	
Bhatpara Pariksha Samaj ...	15	2	2	8	2	2	
Ghatal Sanskrit Samiti ...	38	4	7	16	2	2	
Boalia Dharma Sabha ...	...	...	...	...	...	...	
Bihar Sanskrit Sanjivan ...	37	6	2	38	7	4	
Puri Jagannath Samiti ...	16	2	2	9	2	1	
Rangpur Dharma Sabha ...	7	1	...	5	1	1	
Orissa Sanskrit Samiti ...	4	1	1	2	1	1	
Barisal Dharma Rakshini Sabha	2	1	...	5	1	1	
Balasore Dharma Sabha ...	3	1	1	3	1	1	
Kotalipara Arjya Siksha Samiti	...	...	...	8	1	2	
Narail Vidyotsahini Sabha ..	...	...	...	12	1	2	
Total ...	207	31	35	187	39	39	

369. The following table shows, division by division, the amounts paid from Provincial revenues to *tol* teachers and their pupils in the shape of stipends during the year under report:—

Divisions.	1895-96.	1896-97.
	Rs.	Rs.
Burdwan	3,615	3,247
Presidency	8,082	7,241
Calcutta	678	912
Rajshahi	562	476
Dacca	1,916	2,240
Chittagong	174	180
Patna	1,029	1,961
Bhagalpur	96	30
Orissa	1,106	1,205
Orissa Tributary Mahals ...	195	381
Chota Nagpur	...	505
Total ...	17,453	18,378

370. The Sanskrit Title Examination was held in Calcutta, Bankipur, Cuttack, Boalia, Barisal, Dacca, Puri and Rangpur. There were 168 candidates, against 119 in the preceding year: of these, 42 passed in Sanskrit literature, 7 in grammar, 1 in the Puranas, 6 in Smriti, 1 in Nyaya, 2 in Vedanta, 1 in Sankhya, and 1 in the Vedas. Classified according to race, 54 of the successful candidates were Bengalis, 1 was an Urya, and 6 were Biharis.

371. The following statement shows these results and the amount paid to teachers and pupils in the shape of rewards:—

Description of titles conferred.	Number of titles conferred.	Amount of Government rewards to—		Remarks.
		Pupils.	Teachers.	
1	2	3	4	5
Kavyatirtha ...	42	Rs. 235*	Rs. 850*	* A teacher obtained also Rajkrishna Rai stipend of Rs. 50, and Burdwan prize of Rs. 45, and one pupil obtained Raja Krishna Nath Roy Bahadur scholarship of Rs. 4 a month, Martin prize of Rs. 5 and Jagan Mohan Mukherji prize of Rs. 50, one obtained Gourisyam scholarship of Rs. 40 and Raja Syamananda De scholarship of Rs. 30.

Description of titles conferred.	Number of titles conferred.	Amount of Government rewards to—		Remarks.
		Pupils.	Teachers.	
1	2	3	4	5
		Rs,	Rs.	
Vyakaranatirtha	7	...	...	
Puranatirtha ...	1	100	...	
Smrititirtha ...	6	(*a*)175	(*a*) 50	(*a*) A teacher obtained Kshetra Mani Debya prize of Rs. 50, and one pupil obtained Prasanna Kumar Tagore scholarship of Rs. 7 a month, Raja Loknath Rai Bahadur scholarship of Rs. 6 a month, one pupil obtained Parvati Debi prize of Rs. 50 and another obtained Burdwan scholarship of Rs. 40.
Tarkatirtha ...	1	(*b*) 20	(*b*)...	(*b*) The teacher obtained Rajkrishna Rai stipend of Rs 50, and Hara Kumar Tagore prize of Rs. 45, and the pupil obtained Hara Kumar Tagore gold "keyur," Darbhanga scholarship of Rs. 13 a month, and Burdwan scholarship of Rs. 40.
Vedantatirtha ...	2	(*c*) 20	(*c*)...	(*c*) A teacher obtained Burdwan prize of Rs. 45, and a pupil obtained Dewan Krishna Kanta Nandi scholarship of Rs. 7 a month and Hara Kumar Tagore prize of Rs. 25 and another obtained Parvati Debi prize of Rs. 50.
Sankhyatirtha ...	1	(*d*)...	...	(*d*) The pupil obtained Jagan Mohan Mukherji prize of Rs. 50.
Vedatirtha ...	1	(*e*)...	...	(*e*) The pupil obtained Raja Harinath Rai Bahadur scholarship of Rs. 5 a month.
Total ...	61	550	900	

CHAPTER XIV.—PHYSICAL TRAINING, DISCIPLINE AND MORAL TRAINING.

PHYSICAL TRAINING, DISCIPLINE AND MORAL TRAINING.

372. *Physical training.*—In 1892-93 there was a movement in the Senate of the Calcutta University to make a certificate of physical exercises obligatory on the part of candidates for the Entrance Examination; but though a course of comprehensive and systematic training aimed at in this proposal was not sanctioned by the authorities, there is ample evidence to show that a taste for physical exercises of a superior kind is fast extending among the rising generation throughout the province. "In Calcutta, indeed," wrote Sir Alfred Croft in 1893-94, "no one can doubt that a remarkable change has come over the native community in their appreciation of athletic sports. A stranger returning to this city after an absence of only three or four years would be astonished at what he would witness any day on the *maidan*. On the occasion of any important football match, they assemble literally in their thousands, and follow the progress of the game with the keenest interest and delight; and for a good kick or pass they send up a roar of cheering which would do credit to an English crowd." What is true of Calcutta is also to a great extent true of the colleges and high schools in the mufassal, and the accounts of annual exhibitions of athletic sports which take place at some of the district head-quarters under the auspices of European officers and the leaders of native society, unmistakably show the extent to which games of a manly character are gaining in popularity among the students. Inter-college matches at Calcutta are annually arranged for by the Calcutta University Institute, in which students from the most distant parts of the province, from Bihar on one side and East Bengal on the other, join and compete for various prizes, such as the Lansdowne Challenge Shield, the Elliott Football Shield, the Harrison Cups, &c, &c.

In most of the Government colleges physical exercise is compulsory on the students. There are gymnastic teachers in almost all the high schools under public management, and in them it is usual for Government to give as much annually towards the cost of apparatus, &c., as the pupils are able to raise locally. In middle and primary schools, in which the pupils belong mostly to the poorer classes, much has not as yet been done.

The games generally practised are cricket and football. They are played more regularly and evoke much greater enthusiasm than gymnastic exercises, even where there is a regular gymnasium with a special instructor and all the necessary apparatus. Foot-ball is the more popular of the two. Drill is engaged in in some of the Government schools.

The absence of a suitable play-ground in the heart of Calcutta, was long an obstacle to the pursuit of manly games in the metropolis. This was removed by the opening of Marcus Square, a large space in the northern quarter of the city, in 1895-96, at a cost of over a lakh-and-a-half, which was borne by the Government, the Municipality and the public. The ground is under the management of the Calcutta University Institute.

373. *Punishment for breaches of school discipline.*—The following are the standing orders on the subject:—Corporal punishment is allowable only in cases of gross misconduct. It should be inflicted by the head-master only. It should not be inflicted under the excitement of the moment, but after due deliberation. The usual punishment for inattention to studies, irregularity and misbehaviour takes the form of impositions, extra hours and fines. Cases of gross moral turpitude are rightly punished by expulsion.

The cases of breaches of discipline and offences against morality which come to notice are resolvable into the following groups:—(1) disrespect towards teachers and other superiors, (2) fabrication of transfer certificates, forging the guardians' names in the applications for transfer, or use of forged certificates for the purpose of gaining admission to an examination, (3) making rows at theatres and other places of public amusement, (4) immorality, (5) falsification of age by candidates for the Entrance and other examinations.

With regard to the use of forged certificates for the purpose of gaining admission to an examination, or of being admitted as a student at a

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Government place of education, the following notification was issued by Government in 1893:—

"Persons detected in the use of forged certificates or in other serious malpractices at examinations held under the authority of Government or of a Municipal or Local body, or in order to obtain admission to an educational institution, or to gain any improper advantage in the examination, will be considered disqualified for entering the service of Government or of any municipal or local body."

Cases of misconduct on the part of teachers of secondary schools are happily very rare, and are always severely dealt with. In primary schools the temptation of earning a few extra rupees occasionally induces a guru to present pupils who never attended his school, or to produce false attendance registers.

374. *Conduct Registers.*—To enable parents and guardians for themselves to judge of the advance made by their boys, quarterly progress reports are supplied to them by every Government school.

375. *Boarding houses for students.*—The importance of these excellent aids to the enforcement of discipline has been steadily kept in view, and the improvements effected during the past quinquennium have been great. The matter engaged the attention of the Local Government, and steps were taken in 1894-95 to provide all non-resident pupils in Government Colleges in Calcutta with suitable boarding accommodation under proper supervision. The Eden Hindu Hostel, which had been for many years under a Committee of native gentlemen, was taken over by Government, and liberal grants were sanctioned,—over a lakh and eighty-five thousand for the enlargement of the buildings, and over half a lakh for the construction of another hostel for the Calcutta Madrasah. The additions to the Eden Hostel building were effected in 1895-96, and the proposal to make it compulsory, on the part of all such students of the Presidency College and the attached schools as do not happen to put up with their *bonâ fide* guardians, to live in the Hostel has since been carried out, provision being at the same time made for the accommodation of a limited number of students belonging to Colleges under private management, on the condition that the Principals undertake to see that they observe the Hostel rules. There are now (September 1897) 235 inmates in the Hostel, of whom 209 are students of Government institutions and 26 of Colleges under private management. The construction of the Madrasah Hostel has also been completed, but it has not yet been opened.

376. Private gentlemen also have done much in the desired direction. The Government High Schools at Taki and Pabna were provided with boarding houses at the expense of two zamindars, whose munificence was duly acknowledged. There was, besides, a number of hostels started by managers of aided; and unaided schools during the period under review. The following statement shows the statistics of some of the more important hostels in 1896-97:—

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
For males—												
Managed by Government	24	828	197	479	...	152	15,230	...	4,225	40,510	59,965	
Managed by District or Municipal Board ...	3	5	...	5	...	...	...	...	...	...	...	Expenditure not furnished in General Table VIII of the Rajshahi Division.
Aided by Government or by District or Municipal Board.	22	1,472	...	1,308	...	164	957	456	3,954	4,772	10,139	
Unaided	115	2,823	113	2,181	436	93	...	...	61,213	34,011	95,224	Expenditure not furnished by the Orissa Division.
Total ...	164	5,128	310	3,973	436	409	16,187	456	69,392	79,293	165,328	
For females—												
Managed by Government	1	32	8	24	...	...	1,249	...	...	3,131	4,380	
Managed by District or Municipal Board ...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Board.	23	1,543	6	1,378	153	6	..	...	17,346	10,084	27,430	
Unaided	20	871	...	273	525	73	...	...	23,696	2,289	25,985	
Total ...	44	2,446	14	1,675	678	79	1,249	...	41,042	15,504	57,795	
Grand total ...	208	7,574	324	5,648	1,114	4,881	17,436	456	1,10,434	94,797	2,23,123	
Grand total for 1895-96	210	7,884	271	5,577	1,232	804	13,402	459	1,07,754	76,559	1,98,174	

PHYSICAL TRAINING, DISCIPLINE AND MORAL TRAINING.

These statistics are incomplete—*first*, because of the exclusion of some hostels attached to Government schools for which no head-money to meet the cost of superintendence is paid from Provincial revenues, and *secondly*, because of the exclusion of Government grants to aided hostels for female students, these grants being shown in General Table IV as part of the regular school expenditure. To the former class, for instance, belong hostels attached to most of the training schools for masters, the pupils of which mess and live in the school premises, and to the latter class belong boarding schools for girls in and about Calcutta, which receive a grant from Government at the rate of one rupee per mensem for every boarder. The cost per boarder in the Eden Hindu Hostel was about Rs. 133, of which Rs. 25 was paid by Government in the shape of head-money and furniture, &c. This represents a decent style of living, and includes medical charges, light and Municipal rates, the last item alone being Rs. 972 per quarter, or more than a rupee and-a-half per head per mensem. The average annual cost in the female hostel attached to the Bethune College is Rs. 137; in Christ Church High School for girls, Rs. 102; in the Brahmo-Balika Sikshalay, another high school for girls in Calcutta, Rs. 96; and in the Free Church Orphanage, Rs. 39. In the mufassal hostels the charges generally vary from Rs. 4 to Rs. 6 a month.

377. *The Monitorial System.*—This system, under which the senior members of an institution assist the authorities in maintaining discipline, has never been much used in our schools and colleges. It is partially in operation in the Sibpur Engineering College Hostel, the Eden Hindu Hostel, and in some other boarding-houses for students both in and out of Calcutta, and the reports show that everywhere it has helped in simplifying the management and keeping the quarters clean and tidy.

378. *Age-limit for different classes.*—No change has been made in this respect during the period under review. As before, no boy above 14 is admitted into any class of a Government High School below the fourth, except when he is a Muhammadan or a middle vernacular scholarship-holder. The maximum age of a boy for election to a lower primary scholarship is 11 years. The limit is 13 years for upper primary scholarships, 15 years for middle vernacular scholarships, and 16 years for middle English scholarships. Pupils belonging to aboriginal races are exempted from the operation of these rules.

379. *Transfer rules.*—The transfer rules for colleges and high schools have done good service in helping to maintain discipline. Their adoption by the University during the period under review has already been referred to. No certificate issued by a high school before its recognition by the University, is accepted unless countersigned by the Inspector. It has been settled that in every certificate the age of the student on entering and leaving the school is stated, so that there may be a continued age register as far as possible.

Transfer rules were also issued for middle and primary schools, for girls' school in Calcutta, and for the vernacular medical schools.

But the rules are not an unmixed good. False statements are frequently being made by boys in order to evade them, and guardians and teachers often violate the rules and then pervert facts to justify their action. Needless difficulties are also created to prevent boys from leaving one school to go to another. To meet the latter class of cases power has been given to Inspectors to sanction the admission of a boy into a new school whenever a *bonâ fide* case for transfer has been made out, on condition that sufficient guarantee is given that the sums due from him to the former school, as adjudged by the Department, will be paid.

380. *Moral training.*—It is laid down in the Rules and Regulations of the Education Department that "masters are to lose no opportunity of teaching their pupils, by example as well as precept, the value of truth, diligence, respect to superiors, gratitude, kindness to inferiors, habits of discipline, and other points of morality without which education is imperfect, and may be positively injurious. In general terms, students should be taught not only to be scholars but also to be gentlemen." And again, "it is the duty of every *guru* not only to maintain school discipline, but to impress upon the minds of their pupils the duty of truthfulness, respect, punctuality and obedience." But, as has been already observed, more depends upon the home surroundings of the pupils than upon rules and text-books, and unless they breathe a pure atmosphere both

PHYSICAL TRAINING, DISCIPLINE AND MORAL TRAINING.

in and out of school, no very material improvement in the morals of our pupils can be expected.

There are debating clubs in many high schools and colleges at which the students meet and discuss various educational topics under the supervision of a teacher or professor. If the object be not the sole acquisition of the powers of oratory, the influence of such clubs may be salutary.

The more one thinks of the present situation, the more one feels impressed with the truth of the conclusion that the policy of religious neutrality has been carried too far; that the present system of Godless training has been more destructive than constructive in its effects: it is said that while the bare materialism and free-thinking of the West have dispelled a mass of ignorance and superstition, they have, at the same time, created a feeling of scepticism and a spirit of utter irreverence which is sapping the very foundation of the moral side of a student's character. It is for this reason that some sort of religious instruction has been advocated, not of course of a sectarian character, but on the line of universal truths, with the cardinal idea of a Supreme Being controlling and regulating all our thoughts and actions. There is, morever, no reason why the Muhammadan students should not join the Maulvi, and the Hindu students the Pandit, in some prayer before and after school work, just as Christian students of various denominations do in schools under Christian management. Hindu and other pupils in Christian Colleges raise no objection to attending a Bible class, attendance at which is made compulsory on all the students.

381. *Moral Text-books.*—The following extract from the annual report for 1894-95 will show what was being done in this direction since Mr. Nash wrote his review:—

"The need for preparing such books by special agency does not arise in Bengal, since Readers and other books of the required kind have been published in large numbers by private persons and additions are constantly being made to them. The Central Text-book Committee, to whom the matter was referred, advised the Department as to those books on the authorised list which might be recommended for the purpose; and such books are marked in the list with an asterisk. The first list of the kind was issued in 1891, when the number of text-books, English and vernacular, with a definite moral purpose, was as large as 88; and since that time the annual supplementary lists issued on the Committee's recommendation have each contained a number of such books. A revised and consolidated list is now under preparation, in which the number of books thus signalized will be 24 English and 70 vernacular. These lists, it will be remembered, are for the use of middle schools; but the Text-book Committee have also been preparing similar lists for primary and high schools; and when that is done, every school in the province, of whatever grade, will be provided with a guide to show it which books to choose. As regards high schools, the University has again availed itself of the services of Mr. C. H. Tawney for the preparation of a new book of English Selections for the Entrance Examination of the same character as his former one. This book is read in the first two classes of high schools. For the lower classes Circle Inspectors are entrusted with the duty of drawing up lists of text-books for use in all Government schools, and these lists are circulated to the head-masters of all schools under private management. All but the two lowest classes of primary schools have also to follow the text-books prescribed by the Education Department. Considering the strictly limited character of our control over non-Government schools, we may claim to have done all that lies in our power towards securing the use of wholesome text-books in schools of all classes."

382. *Discipline in Colleges.*—I have nothing particular to add to what has been already said in the Chapter on Collegiate education. The interests of discipline are carefully attended to.

CHAPTER XV.—EDUCATIONAL CONFERENCES.

EDUCATIONAL CONFERENCES.

383. The educational conferences held during the past five years have been incidentally referred to in the preceding chapters. The following is a short notice of them in chronological order:—

(1) In 1893 there was a conference under the presidency of the Director of Public Instruction of the Managers of the girls' schools and Superintendents of missions in Calcutta: the Inspector of Schools, Presidency Circle, and the Inspectress of Schools attended as *ex-officio* members. A system of payment by results for girls' schools was discussed, and the proposals of the conference were adopted by Government.

(2) In the same year there was a conference of some of the Fellows of the Calcutta University, held in the office of the Director of Public Instruction, to consider a proposal to bring the students' lodging-houses in Calcutta within some system of inspection and control; but in consequence of some practical difficulties the scheme was allowed to drop.

(3) There was a Committee appointed in 1894 to report on the vernacular medical schools. The results of their deliberations and the Government orders thereon have been summarised in the chapter on technical education.

(4) A Committee was appointed in 1895, consisting of Sir A. Croft, Mr. Bamford, the Inspector of European Schools, and a number of non-official gentlemen to consider the revision of the European Code. The conclusions arrived at by the Committee were generally accepted by Government, and the new Code, as revised by them, was introduced in 1896.

(5) An Agricultural Conference was held in 1896-97. The Hon'ble Mr. C. C. Stevens was the President, and among the members were Sir Edward Buck, Mr. W. C. Macpherson, and Sir Alfred Croft. The object was to enquire into the present course of scientific instruction as given in public schools, with special reference to agriculture, and to devise means for making it more thorough and practical. It was suggested that the course of science in primary and middle schools should be reconsidered and so graduated as to include, at different stages, branches of the elements of agriculture. Steps are being taken to give effect to this resolution by an attempt to combine in one science course for each examination the elementary principles of physical and natural science, including zoology and sanitation, and illustrated, so far as convenient, by object lessons. As a result of the deliberations of the conference, it has been also decided to open a special agricultural class in connection with the Sibpur Engineering College at an estimated annual cost of Rs. 10,000.

(6) The system of distinct examinations for each separate department of administration being detrimental to the public service and productive of great inconvenience to educational institutions, a Committee was appointed in the early part of 1897, under the presidency of the Hon'ble Mr. W. H. Grimley, to consider the question. The recommendations of this Committee are still under the consideration of Government. The most important of them is the proposal to hold a new examination to be called the High School Honours Examination, which will be equivalent at least to the Matriculation Examination of the London University.

CHAPTER XVI.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

384. As stated in paragraph 273 of Mr. Nash's Review, the preparation of text-books in this province has been left almost entirely to private enterprise for the past forty-five years or more, the chief business of the Education Department having been to make its selection out of the very large number of publications annually offered for its acceptance. This duty has since 1875 been entrusted to the Central Text-Book Committee in Calcutta, which now consists of 22 members, of whom 13 are unconnected with the Education Department. The Hon'ble Mr. Justice Guru Das Banerji, M.A., D.L., is the President and the Inspector of Schools, Presidency Circle, *ex-officio* Secretary, with Babu Chandra Mohan Majumdar, M.A., B.L., as his assistant. The procedure followed by the Committee in regard to the books submitted to them for examination, was fully explained by Mr. Nash and need not be repeated. Regarding the labours of the Committee and his connection with the same Sir Alfred Croft, K.C.I.E., recently wrote from home in answer to a complimentary address :—

"The invaluable services which the Committee have, for so long years, rendered to the Government, have been frequently and publicly recognised; and it is a sincere satisfaction to me to think that, in the Committee's opinion, I have been able to assist them, however slightly, in their important duties."

385. The following are some of the important rules which have been adopted by the Committee for their guidance :—

I. A text-book other than a reader should in point of *size* be as short as possible consistently with clearness and reasonable completeness.

II. The *get-up* of a text-book should be neat, so as to create in the reader a liking for it; and all such aids to attention as the printing of important words in capitals, italics, or antique letters, and illustrations by pictures or diagrams should be freely availed of.

III. The *language* and *style* of a text-book should be concise and clear, simple and idiomatic, vulgar words and (as far as possible) provincialisms should be avoided; and the arrangement of the different heads or divisions of the book should be methodical.

IV. Text-books on English Grammar and English Composition should, except for classes below the second in middle schools and the fifth in high schools, be written in English.

V. A text-book should, as far as possible, aim at teaching *rationally* and not *mechanically*.

VI. An elementary text-book on any subject other than literature should only deal with those *broad points* of the subject which a general student can fairly be expected to retain in his memory; and it should not be encumbered with such details as can properly find a place only in books of reference or advanced text-books.

VII. Primers in English and Bengali should not contain spelling lessons with hard or unusual words.

VIII. Text-books on Grammar should aim principally at teaching *correct modes of speaking and writing*, and the teaching of technical distinctions and niceties should be subservient to the principal object.

IX. Books which *embarrass and encumber the student with help*, and think out everything for him instead of leaving him time to think for himself, as certain Keys and books on composition do, should not be approved as text-books.

X. Books containing passages which are objectionable on moral, religious, or political grounds should never be approved as text-books.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

XI. Every new text-book on any subject should have in it either the merit of being cheap or of containing something really *new* and *useful* in point of *matter* or *form*, to justify its existence; and no book should be approved which appears to have been copied or plagiarised from some other book without acknowledgment.

386. The revision of the list of approved books with the object of omitting works which have become obsolete or which have been superseded by later works, was undertaken by the Committee in 1891. It was a work of huge labour, entailing the thorough examination of 698 books which were on the authorised list issued in 1888-89 and the re-examination of a good many of them, when presented in a revised shape. It is, therefore, extremely gratifying to learn that this irksome task has now been practically brought to a close, and an expurgated list is about to be issued. Of the 698 books in the old list, 354 have been now excluded.

387. The nature of the duties which the Committee have to do, may be judged from the fact that in addition to the work of revision described above, they had to deal with 1,251 new books during the past 5 years, of which 563 were approved either as text-books, or for prize and library, 592 were rejected, and the rest were deemed as beyond the Committee's sphere, or returned to the authors for revision.

388. The question of preparing a graduated course of departmental science readers, as recommended by the Agricultural Conference, has been already referred to. The scheme has been sanctioned by the Government, and only the details are now under consideration.

389. The Branch Committee at Bankipore consists of 35 members. They have to deal with Hindi and Urdu books. The Branch Committee of Orissa has similarly to deal with Urya text-books. It consists of 16 members, of whom 5 belong to the Education Department.

390. There is no general educational library and museum in the province, such as was recommended by the Education Commission. School-papers or magazines, when conducted in the vernacular, are encouraged as far as possible both by the Department and the District Boards.

391. As regards the distribution of text-books, the Calcutta School Book Society, with which was amalgamated in March 1891 the Society for the Diffusion of Useful Literature, still serves as the chief medium, with its numerous agencies in the mufassal. The Society, to a great extent, controls the market price of foreign publications which, in the hands of ordinary booksellers, has a tendency to advance when the supply happens to fall short of the demand. Care is taken that in outlying places students get the books post free at the published price, and where there are no booksellers, permanent advances from the primary grant are made to Sub-Inspectors of Schools for the sale of books to the primary and middle schools.

The School Book Society sold 223,019 books in 1896-97 valued at Rs. 1,10,611.

CHAPTER XVII.—EDUCATION OF ABORIGINAL AND BACKWARD RACES.

[This chapter may properly be read as supplementary to Chapter VI.]

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

392. The following table shows the distribution of the pupils of aboriginal descent in each division:—

Division.	Number of pupils attending different classes of schools on the 31st March 1897.								Creed of pupils of aboriginal and backward races.			
									1896-97.		1895-96.	
	High English.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Girls.	Special and private.	Total.	Christians.	Non-Christians.	Christians.	Non-Christians.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	2	4	17	149	3,301	12	174	3,659	176	3,483	268	3,695
Presidency	11	1	...	4	70	97	4	187	28	159	32	98
Calcutta	2	1	2	...	106	84	2	197	194	3	175	18
Rajshahi	...	6	...	27	606	14	28	681	278	403	272	402
Dacca	...	41	...	81	658	59	2	845	81	764	44	1,051
Chittagong	40	...	4	69	736	3	1	850	...	850	12	673
Patna	...	...	1	...	243	...	64	307	...	307	...	379
Bhagalpur	30	17	51	772	5,613	578	208	7,269	988	6,281	796	5,718
Orissa	...	1	22	60	818	13	27	941	10	931	13	883
Orissa Tributary Mahals...	1	35	6	134	1,273	7	23	1,479	24	1,455	30	1,399
Chota Nagpur	314	482	228	1,603	17,147	1,473	186	21,433	4,781	16,652	4,923	13,090
Total ...	400	588	331	2,899	30,571	2,340	719	37,848*	6,560	31,288	6,565	32,406
Total for 1895-96 ...	454	478	356	2,774	32,114	2,030	765	38,971	37,848*		38,971	

* Exclusive of 7 Christian and 15 Non-Christian pupils attending Arts Colleges.

The number of Christians shows a decrease of 5, and that of non-Christians of 1,118. Leaving out of consideration the minor fluctuations in places in which the aboriginal element is only an exotic growth in the population, it is seen that the pupils of these tribes have risen in Chittagong, Bhagalpur, Orissa, and the Tributary Mahals, and gone down in Burdwan, Dacca, and Chota Nagpur. The gain in Chittagong has taken place mainly in the Chittagong Hill Tracts, that in Bhagalpur in the Sonthal Parganas, and that in Orissa in the Angul district. The loss in the Dacca Division is chiefly confined to the hill tribes of the Mymensingh district, and that in Chota Nagpur to the districts of Hazaribagh, Lohardaga, and Singhbhum; the other two districts of the latter Division have shown some rise each. Singhbhum had lost heavily in this respect in the previous year also, when the loss was attributed to the attraction of good wages on the Bengal-Nagpur Railway line from Sini to Howrah. Agricultural distress has now been pointed out as an additional cause. The loss in the Burdwan Division took place in the districts of Burdwan, Midnapore and Bankura.

The loss of pupils took place in every class of schools except middle English, upper primary and girls schools, in each of which there has been some gain.

393. The following statement gives some particulars regarding the schools for aboriginal races under the different Missions in Chota Nagpur:—

	Schools.		Pupils.						Expenditure.							
			1895-96.			1896-97.			1895-96.				1896-97.			
	1895-96.	1896-97.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Government.	Mission fund.	Municipal.	Total.	Government.	Mission fund.	Municipal.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Berlin Evangelical ...	73	85	1,712	448	2,160	1,981	450	2,431	4,073	16,257	36	20,366	3,199	17,480	84	20,763
S. P. G. Anglican ...	53	61	1,256	291	1,547	1,595	419	2,014	2,307	8,756	48	11,111	3,091	9,296	168	12,555
Free Church (Scotch) ...	41	41	638	137	775	828	205	1,033	3,084	5,498	...	8,582	3,096	6,514	...	9,610
St. Xavier's	19	14	691	146	837	520	134	654	324	1,640	...	1,964	264	720	...	984
Dublin University ...	2	2	76	11	87	139	...	139	45	5,154	...	5,199	29	5,663	...	5,692
Total ...	188	203	4,373	1,033	5,406	5,063	1,208	6,271	9,833	37,305	84	47,222	9,679	39,673	252	49,604

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

There being an increase of pupils in Mission schools, it follows that the loss referred to above has taken place in schools in villages and under the supervision of the Department. This is natural, as most of the pupils in Mission schools receive substantial help from the societies, sometimes in the shape of free tuition, sometimes also with free board. The increase of pupils was shared by every agency except St. Xavier's, which sustained a slight loss.

394. The following extract from the report of the Assistant Inspector of schools, Chota Nagpur Division, shows the state of the railway primary schools at Giridih, which owe their existence to the philanthropic efforts of Dr. Saise:—

"The schools for the children of miners working at and about Giridih in the district of Hazaribagh declined from 33 to 32, but the attendance rose from 1,355 to 1,383 pupils. The loss of one school is owing to the abolition of the Buriadi School under the management of the Raniganj Coal Association. The details of these institutions are given below:—

Industrial	...	...	...	1
Upper primary	...	...	...	2
Lower primary	...	...	...	25
Night schools	...	...	...	2
Girls' schools	...	...	...	2
		Total	...	32

"Of the 1,383 pupils, 895 were Hindus, 415 Muhammadans, 71 aborigines, and 2 Native Christians.

The Technical School consists of 12 boys, who learn English to understand the technicalities of the works of fitters, carpenters, and blacksmiths. The total expenditure on these schools was Rs. 2,487, against Rs. 2,769 in 1895-96. The expenditure from Provincial revenues was Rs. 1,124, against Rs. 1,359. The whole of the remaining expenditure was met from contributions made by the East Indian Railway Company. Two boys appeared at the last upper primary examination, but were unsuccessful, as in the preceding two years. Seven boys out of 16 were successful at the last lower primary examination, against 46 in the preceding year."

The schools are managed by a Committee with Dr. Saise as President.

The Hindus and Muhammadans shown in the Assistant Inspector's classification in the extract quoted above are probably aboriginal converts to these persuasions. At any rate, they are intellectually no better than the aboriginal tribes among whom they live.

395. The following table shows the success of aboriginal pupils at the public examinations:—

Division.	1896.						1897.					
	Entrance examination.	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary scholarship examination.	Lower primary scholarship examination.	Total.	Entrance examination.	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary scholarship examination.	Lower primary scholarship examination.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan ...	...	...	...	6	38	44	...	...	1	11	60	72
Presidency ...	...	...	...	...	...	...	...	...	...	...	...	...
Calcutta ...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ...	...	...	...	...	5	5	...	...	...	...	...	...
Dacca ...	...	...	...	...	1	1	...	...	...	...	6	6
Chittagong ...	...	...	...	2	16	18	3	...	...	...	13	16
Patna ...	...	...	...	...	1	1	...	...	...	...	4	4
Bhagalpur ...	...	1	...	22	179	202	...	3	3	26	315	347
Orissa ...	...	...	...	1	4	5	...	...	...	3	9	12
Orissa Tributary Mahals. ...	...	...	...	...	8	8	...	...	...	4	13	17
Chota Nagpur...	2	9	5	25	185	226	3	5	1	15	129	153
Total ...	2	10	5	56	437	510	6	8	5	59	549	627

Taken as a whole, the above shows satisfactory progress.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

396. The two special junior scholarships created for the aboriginal pupils of Chota Nagpur were awarded to Obed Tiru of the Chaibassa Zilla School and John Kujur of the Dublin University Mission High English School at Hazaribagh. They are both Christians, and were placed in the second and third divisions respectively at the last Entrance Examination.

C. A. MARTIN,

Director of Public Instruction, Bengal.

DARJEELING,
The 28th September 1897.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal at the end of the official year 1896-97.

(For details—*see* General Table III.)

AREA AND POPULATION.			Colleges, schools and scholars.	PUBLIC INSTITUTION.							PRIVATE INSTITUTION.				Grand Total.	Percentage of—	REMARKS.
				University education.		School education, general.		School education, special.		Total of public institutions.							
Total area in square miles.	Number of towns and villages.*	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.	Teaching the Koran only.	Other schools not conforming to the departmental standards.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1,65,930	Towns ... 147 Villages ... 238,493 Total ... 2,38,640	Males ... 36,412,749 Females ... 36,630,948 Total ... 73,043,697	Institutions — For males ...	35	18	2,475	49,650	20	169	52,367	2,982	4,184	4,326	293	64,152	Institutions to number of towns and villages.* 26·9	
			Institutions — For females...	3	...	57	3,204	9	...	3,273	...	21	391	10	3,695	1·5	
			Institutions — Total ...	38	18	2,532	52,854	29	169	55,640	2,982	4,205	4,717	303	67,847	28·4	
			Scholars ... Males ...	6,351	1,875	218,450	1,208,162	822	7,014	1,442,674	31,363	30,267	53,259	3,445	1,561,008	Male scholars to male population of school-going age.† 28·5	
			Scholars ... Females ...	33	14	5,644	99,705	475	48	105,919	278	564	6,531	475	113,767	Female scholars to female population of school-going age.† 2·0	
			Scholars ... Total ...	6,384	1,889	224,094	1,307,867	1,297	7,062	1,548,593	31,641	30,831	59,790	3,920	1,674,775	Total scholars to total population of school-going age.† 15·2	

* A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
† The population of school-going age is taken a 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the Lower Provinces of Bengal for the official year 1896-97.

(For details—*see* General Table IV.)

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									Total expenditure on public instruction.	REMARKS.
	University education.		School education, general.		School education, special.													
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	Buildings.	Furniture and apparatus (special grants only).	Total.	University.	Direction.	Inspection.	Scholarship.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Institutions ... For males ...	7,39,992	3,40,775	34,70,489	28,90,289	1,02,862	3,19,746	78,64,153	6,48,488	65,062	7,13,550	1,61,430	75,360	6,24,970	2,26,993	3,80,173	14,68,926	1,00,46,629	
„ females ...	7,772	...	5,67,138	3,08,823	38,273	...	9,22,006	...	...	...	...	...	...	...	...	...	9,22,006	
Total ...	7,47,764	3,40,775	40,37,627	31,99,112	1,41,135	3,19,746	87,86,159	6,48,488	65,062	7,13,550	1,61,430	75,360	6,24,970	2,26,993	3,80,173	14,68,926	1,09,68,635	
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	11·	9·4	19·7	8·5	3·5	6·5	58·6	16·2	·8	17·	...	2·8	12·8	6·2	2·6	24·4	100	
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	...	...	19·	47·	·04	1·22	67·26	·3	·2	·5	...	...	23·36	2·41	6·47	32·24	100	
(*c*) Percentage of municipal expenditure, included in columns 2—17, to total municipal expenditure on public instruction	...	...	24·6	61·4	...	1·9	87·9	2·4	·8	3·2	...	...	2·4	·9	5·3	8·9	100	

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EDUCATION—GEN

Return of Colleges and Schools, and of Scholars attending them

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				Managed by District or Municipal Boards.				Aided by Government or by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
UNIVERSITY EDUCATION. English	11	1,632	1,795	1,551	1	31	37	28	7	1,509	1,426	1,155
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	7	158	186	133	1	12	11	8	...	...	...	...
Medicine	1	468	503	484	...	...	...	...	...	...	...	...
Engineering	1	310	318	295	...	...	...	...	...	...	...	...
Total, University Education	20	2,568	2,802	2,463	2	43	48	36	7	1,509	1,426	1,155
SECONDARY SCHOOLS.												
SCHOOL EDUCATION—GENERAL. *For Boys—*												
High schools ... English	48	13,679	12,691	10,226	5	1,692	1,516	1,207	183	30,184	28,305	22,240
Middle ,, ... English	7	867	902	733	17	1,402	1,330	1,054	670	50,650	47,643	37,983
Middle ,, ... Vernacular	37	2,804	2,669	2,086	149	8,820	8,186	6,798	811	45,035	42,656	34,027
For Girls—												
High schools ... English	2	268	240	191	...	...	...	...	8	781	742	630
Middle ,, ... English	...	...	...	...	...	...	...	...	21	2,607	2,443	2,095
Middle ,, ... Vernacular	...	...	...	...	1	52	51	29	20	1,184	1,050	830
Total, Secondary Schools	94	17,518	16,502	13,236	172	11,966	11,083	9,088	1,713	130,441	122,839	97,805
PRIMARY SCHOOLS.												
For boys ... ... Upper Primary	10	305	271	190	11	468	420	300	3,853	155,729	144,683	115,284
For boys ... ... Lower Primary	13	396	360	208	7	326	283	218	32,856	857,028	785,464	640,557
For girls ... ... Upper Primary	...	...	...	...	2	83	75	46	192	8,097	7,590	5,664
For girls ... ... Lower Primary	...	...	...	...	...	...	...	...	2,506	47,731	44,290	33,634
Total, Primary Schools	23	701	631	398	20	877	778	564	39,407	1,068,585	982,027	795,139
SCHOOLS FOR SPECIAL INSTRUCTION.												
SCHOOL EDUCATION—SPECIAL. Schools of Art	1	261	247	231	...	...	...	...	...	...	...	...
Training schools for masters	13	574	578	484	...	...	...	...	7	291	287	262
Guru-training classes attached to middle schools	36	434	409	271	...	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	9	432	427	392
Medical schools	4	642	676	620	...	...	...	...	...	...	...	...
Survey schools and Engineering schools	3	591	636	517	...	...	...	...	...	...	...	...
Industrial schools	1	38	37	35	6	211	234	173	14	248	245	195
Madrassahs	6	1,667	1,709	1,287	...	...	...	...	7	458	461	367
Other schools	1†	50	36	34	...	...	...	...	8	328	312	219
Total, Special Schools	115	4,257	4,328	3,479	6	211	234	173	45	1,757	1,732	1,435
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	252	25,044	24,263	19,576	200	13,097	12,143	9,861	41,172	1,202,292	1,108,024	895,534

PRIVATE INSTITUTIONS ...

1. ADVANCED, teaching—
   (*a*) Arabic or Persian
   (*b*) Sanskrit
2. ELEMENTARY, teaching a Vernacular only or mainly—
   (*a*) With 10 pupils and upwards
   (*b*) With less than 10 pupils
3. ELEMENTARY, teaching the Koran
4. OTHER SCHOOLS not conforming to Departmental Standards

* Inclusive of 3 Colleges for females attended
† Vedic and Title examination classes attached

ERAL TABLE III.

in the Lower Provinces of Bengal for the official year 1896-97.

MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.									
Unaided.														Aborigines.				
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Brahmos.	Muhammadans.	Christians.	Non-Christians.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	29	30	31
19	3,212	3,310	2,814	*38	6,384	6,384	5,371	17	79	35	5,812	65	361	7	15	10	...	...
8	941	929	751	16	1,111	1,111	...	...	...	6	1,045	3	55	...	...	2	...	...
...	...	...	...	1	468	468	...	...	32	1	428	...	5	...	...	2	14	...
...	...	...	...	1	310	310	...	...	43	2	257	...	8	...	...	...	...	...
27	4,153	4239	3,565	56	8,273	8,273	5,371	17	154	44	7,542	68	429	7	15	14	14	...
157	38,185	36,568	29,134	393	83,640	81,555	42,817	45,007	1,551	804	70,980	261	9,496	275	125	148	2	...
248	16,739	15,866	12,401	942	69,658	49,017	1,127	65,433	1,712	449	56,778	31	9,907	356	232	193	444	...
148	8,782	8,205	6,427	1,140	65,441	10,342	327	65,344	...	71	52,852	12	11,817	34	297	358	531	...
2	193	174	158	12	1,242	1,091	338	524	608	160	214	249	1	...	...	10	...	93
1	160	147	124	22	2,767	2,767	575	2	2,698	30	5	3	1	...	...	30	...	483
2	110	104	91	23	1,346	283	...	1,346	3	499	697	18	14	110	4	1	...	112
553	64,169	61,064	48,338	2,532	224,094	145,055	45,184	177,656	6,572	2,013	181,526	574	31,236	775	658	740	977	688
164	5,869	5,253	4,064	4,038	162,371	1,198	723	161,971	270	477	120,049	14	38,176	330	2,569	486	3,637	...
12,736	223,682	198,469	165,737	45,612	1,081,432	508	47,912	1,078,298	2	2,567	730,092	34	316,170	3,939	26,632	1,996	34,215	...
10	268	237	192	204	8,448	965	16	7,699	726	388	6,595	34	35	484	116	20	...	476
494	7,885	7,194	5,701	3,000	55,616	157	1,420	55,544	36	1,672	44,285	23	7,897	780	846	77	...	1,735
13,404	237,704	211,158	175,694	52,854	1,307,867	2,828	50,071	1,303,512	1,034	5,104	901,021	105	362,328	5,533	30,163	2,579	37,852	2,211
1	40	36	27	2	301	...	...	...	2	4	281	2	12	...	...	...	...	...
...	...	...	...	20	865	161	401	788	...	86	545	1	22	139	72	...	53	...
3	39	39	32	89	473	15	15	458	...	...	320	1	80	39	33	...	...	...
...	...	...	...	9	432	236	8	424	...	385	29	7	1	10	...	...	...	10
6	840	819	385	10	1,482	203	...	603	4	25	1,235	11	152	...	...	5	44	...
1	4	6	4	4	595	210	...	385	2	1	471	3	118	...	...	...	...	...
2	126	108	80	23	623	142	5	420	1	73	395	1	100	41	11	1	...	...
14	892	894	780	27	3,017	801	2,740	1,255	...	...	36	...	2,981	...	...	...	1	...
5	193	176	149	14	571	50	287	292	49	...	425	1	95	...	...	1	3	...
32	2,134	2,078	1,457	198	8,359	1,878	3,456	4,625	58	574	3,787	27	3,561	229	116	7	101	10
14,016	308,160	278,539	229,054	55,640	1,548,593	158,034	104,082	1,485,810	7,818	7,735	1,093,876	774	397,554	6,544	30,952	3,340	38,944	2,909
...	...	...	...	...	1,219	14,014	18	13,974	141	...	...	1,823	...	12,191	...	...	...	278	...
...	...	...	...	...	1,763	17,627	...	17,625	83	...	...	17,627	...	...	...	...	...	...	...
...	...	For boys	...		594	9,335	31	1,346	9,305	...	...	6,281	...	2,941	...	113	...	214	...
		,, girls	...		4	93	...	...	93	...	...	93	...	...	...	...	...	...	...
...	...	For boys	...		3,590	21,344	...	345	21,233	...	16	17,601	...	3,466	23	238	...	201	...
		,, girls	...		17	59	...	25	59	...	5	24	...	30	...	...	...	...	3
...	...	For boys	...		4,326	57,698	...	57,110	1,314	...	...	26	...	57,672	...	...	...	4,739	...
...	...	,, girls	...		391	2,092	...	2,068	49	...	...	...	...	2,092	...	...	...	...	300
...	...	For boys	...		293	3,476	518	1,326	2,471	...	...	1,530	...	1,005	...	...	241	36	...
		,, girls	...		10	444	8	...	444	...	16	354	6	68	...	...	...	...	5
		Total	...	...	12,207	126,182	575	93,819	35,192	...	37	45,359	6	79,465	23	351	941	5,468	308
		GRAND TOTAL		...	67,847	1,674,775	1,58,609	197,901	1,521,002	7,818	7,772	1,139,235	780	477,019	6,567	31,303	4,281	44,412	3,217

by 33 female pupils.
o the Calcutta Sanskrit College

Return of Expenditure on Public Instruction in the Lower

OBJECTS OF EXPENDITURE.	PUBLIC													
	UNDER PUBLIC MANAGEMENT.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	R	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
English	2,69,884	...	...	1,54,871	...	12,802	4,37,557	1,220	...	...	2,241	...	1,908	5,369
Colleges or Departments of Colleges for professional training.														
Law	(a) −1,980	...	...	10,890	...	646	9,556	...	...	...	995	...	...	995
Medicine	1,58,676	...	...	37,469	...	...	1,96,145	...	...	...	...	...	...	...
Engineering	96,481	...	...	12,745	...	...	1,09,226	...	...	...	...	...	...	...
Total University Education	5,23,061	...	...	2,15,975	...	13,448	7,52,484	1,220	...	...	3,236	...	1,908	6,364
SCHOOL EDUCATION, GENERAL.														
Secondary Schools.														
For Boys—														
High schools... English	1,68,691	...	...	2,87,058	3,061	4,193	4,63,003	4,255	1,356	1,931	30,028	600	1,314	39,484
Middle ,, ... English	23,909	...	300	22,265	...	238	46,712	...	4,649	566	7,214	2,686	406	15,521
Middle ,, ... Vernacular	13,020	...	1,437	9,189	1,142	52	24,840	...	36,142	75	25,105	3,556	93	64,971
For Girls—														
High schools ... English	25,661	...	...	3,150	335	171	29,317	...	...	...	...	...	...	...
Middle ,, ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular	...	...	...	...	...	...	...	...	...	518	...	...	...	518
Total Secondary Schools	2,31,281	...	1,737	3,21,662	4,538	4,654	5,63,872	4,255	42,147	3,090	62,347	6,842	1,813	1,20,494
Primary Schools (Vernacular).														
For Boys—														
Upper primary	1,682	...	...	...	...	...	1,682	...	711	1,138	215	...	8	2,072
Lower ,,	1,021	...	...	...	...	...	1,021	...	249	343	389	...	...	981
For Girls—														
Upper primary	...	...	...	...	...	...	...	...	...	461	24	...	...	485
Lower ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools	2,703	...	...	...	...	...	2,703	...	960	1,942	628	...	8	3,538
SCHOOL EDUCATION, SPECIAL.														
Schools for Special Instruction.														
Schools of Art	22,961	...	...	6,210	...	...	29,171	...	...	...	...	...	...	...
Training schools for masters	79,634	487	...	221	383	76	80,801	...	...	...	...	...	...	...
Guru-training classes	3,690	...	...	...	...	...	3,690	...	...	...	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	96,292	100	13	17,148	688	771	1,14,962	...	...	...	...	...	...	...
Survey schools and engineering schools	17,282	...	...	9,905	...	220	27,407	...	...	...	...	...	...	...
Industrial schools	1,407	...	...	...	...	957	2,364	2,526	10,467	...	1,560	2,700	7,499	24,752
Madrasahs	24,455	...	...	9,481	...	20,941	54,877	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	372	372	...	...	...	...	...	...	...
Total Special Schools	2,45,721	587	13	42,965	1,021	23,337	3,13,644	2,526	10,467	...	1,560	2,700	7,499	24,752
Buildings	3,90,271	...	...	...	1,474	61	3,91,806	...	1,997	1,069	9	717	488	4,280
Furniture and apparatus (special grants only)	14,593	...	...	...	240	109	14,942	...	810	227	...	...	...	1,037
Total	4,04,864	...	...	...	1,714	170	4,06,748	...	2,807	1,296	9	717	488	5,317
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Hostel charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to private schools other than tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1896-97	14,07,630	587	1,750	5,80,602	7,276	41,609	20,39,451	8,001	56,381	6,328	67,780	10,259	11,716	1,60,465

(a) Dacca saved Rs. 1,980.
(b) Excludes the Assam Government scholarships of Rs. 16,291.
(c) Ditto ditto of Rs. 1,811 and Burma scholarship of Rs. 3,721.
(d) This includes the Native States contribution of Rs. 5,959 to high schools for boys; Rs. 3,601 to middle English schools for boys; Rs. 4,751 to middle vernacular lower primary schools for girls; Rs. 219 for special schools; Rs. 1,595 for buildings; Rs. 344 for furniture; Rs. 3,529 for inspection; Rs. 5,238 for scholarships, and
(e) Including cadet grants to European schools.
* Includes Rs. 198 paid for buildings of unaided schools.
† Total incom e was Rs. 1,79,695.

ERAL TABLE IV.

Provinces of Bengal for the official year 1896-97.

INSTITUTIONS—																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—						
Aided by Government or by District or Municipal Boards.							Unaided.										
Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	All other sources.	GRAND TOTAL.	REMARKS.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
25,293	...	...	70,794	...	76,567	1,72,654	82,600	...	49,584	1,32,184	2,96,397	...	...	3,10,506	1,40,861	7,47,764	
...	...	...	...	...	...	...	24,253	...	600	24,853	(a) —1,980	...	...	36,138	1,246	35,404	
...	...	...	...	...	...	...	...	...	...	...	1,58,676	...	...	37,469	...	1,96,145	
...	...	...	...	...	...	...	...	...	...	...	96,481	...	...	12,745	...	1,09,226	
25,293	...	...	70,794	...	76,567	1,72,654	1,06,853	...	50,184	1,57,037	5,49,574	...	...	3,96,858	1,42,107	10,88,539	
1,03,689	2,148	8,041	4,61,082	78,907	67,584	7,21,431	6,33,168	85,950	1,72,676	8,91,794	2,76,635	3,504	9,972	14,11,316	4,14,285	21,15,712	
69,474	1,15,987	5,876	2,82,377	1,72,844	59,483	7,06,040	54,551	57,250	12,286	1,24,087	93,383	1,20,636	6,742	3,66,407	3,05,192	8,92,360	
44,847	62,583	5,568	1,39,262	66,632	6,848	3,25,740	21,026	19,777	6,063	46,866	57,867	98,725	7,080	1,94,382	1,04,163	4,62,417	
17,282	...	180	95,131	5,449	16,937	1,34,979	63,042	...	26,332	89,374	42,943	...	180	1,61,323	49,224	2,53,670	
52,361	...	...	1,31,102	44,634	40,538	2,68,635	3,538	1,647	...	5,185	52,361	...	...	1,34,640	86,819	2,73,820	
8,044	...	891	2,412	13,820	13,363	38,530	...	600	...	600	8,044	...	1,409	2,412	27,783	39,648	
2,95,697	1,80,718	20,556	11,11,346	3,82,286	2,04,752	21,95,355	7,75,325	1,65,224	2,17,357	11,57,906	5,31,233	2,22,865	25,383	22,70,680	9,87,466	40,37,627	
45,196	1,48,315	15,643	2,42,300	51,349	16,628	5,19,431	7,624	7,603	982	16,209	46,878	1,49,026	16,781	2,50,139	76,570	5,39,394	
1,17,027	3,62,670	36,344	11,78,301	1,31,826	1,31,444	19,57,612	3,04,810	49,583	36,888	3,91,281	1,18,048	3,62,919	36,687	14,83,500	3,49,741	23,50,895	
28,914	3,068	3,615	13,440	38,757	16,471	1,04,265	4,865	11,032	253	16,150	28,914	3,068	4,076	18,329	66,513	1,20,900	
33,645	36,106	5,551	12,232	52,773	35,439	1,75,746	1,902	3,778	6,497	12,177	33,645	36,106	5,551	14,134	98,487	1,87,923	
2,24,782	5,50,159	61,153	14,46,273	2,74,705	1,99,982	27,57,054	3,19,201	71,996	44,620	4,35,817	2,27,485	5,51,119	63,095	17,66,102	5,91,311	31,99,112	
...	...	...	...	...	...	...	297	105	48	450	22,961	...	...	6,507	153	29,621	
5,899	...	...	800	15,862	...	22,061	...	...	...	...	85,033	487	...	1,021	16,321	1,02,862	
...	...	...	...	...	...	...	...	...	...	...	3,690	...	...	...	...	3,690	
8,332	...	...	4,856	18,477	6,608	38,273	...	...	...	...	8,332	...	...	4,856	25,085	38,273	
...	...	...	...	...	...	...	15,257	...	902	16,159	96,292	100	13	32,405	2,311	1,31,121	
...	...	...	...	...	...	...	...	219	...	219	17,282	...	...	9,905	439	27,626	
2,392	2,762	372	1,997	936	3,529	11,988	1,927	144	...	2,071	6,325	13,329	372	5,434	15,765	41,175	
440	765	195	1,119	1,601	635	4,755	798	5,442	8,743	14,983	24,895	765	195	11,398	37,362	74,615	
2,174	233	1,350	1,066	3,516	2,947	11,286	25	...	215	240	2,174	233	1,350	1,091	7,050	11,898	
18,737	3,760	1,917	9,838	40,392	13,719	88,363	18,304	5,910	9,908	34,122	2,66,984	14,814	1,930	72,667	1,04,486	4,60,881	
47,273	1,474	1,264	36,545	68,065	50,706	2,05,327	13,419	6,177	27,479*	47,075	4,37,544	3,471	2,531	49,973	1,54,969	6,48,488	
6,799	1,315	550	28,196	1,878	1,926	40,664	6,386	749	1,284	8,419	21,392	2,125	777	34,882	6,186	65,062	
54,072	2,789	1,814	64,741	69,943	52,632	2,45,991	19,805	6,926	28,763*	55,494	4,58,936	5,596	*3,308	84,855	1,61,155	7,13,550	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,61,430	...	1,61,430†	
...	...	...	...	...	...	...	...	...	...	...	75,360	...	...	...	...	75,360	
...	...	...	...	...	...	...	...	...	...	...	3,45,010	2,73,329	2,398	...	3,733	6,24,970	
...	...	...	...	...	...	...	...	...	...	...	(b) 75,407	...	...	...	19,538	94,945	
...	...	...	...	...	...	...	...	...	...	...	(c) 13,241	...	...	...	4,375	17,616	
...	...	...	...	...	...	...	...	...	...	...	68,919	11,563	155	...	2,399	83,036	
...	...	...	...	...	...	...	...	...	...	...	6,663	11,711	52	...	590	19,016	
...	...	...	...	...	...	...	...	...	...	...	3,468	5,062	782	...	3,068	12,380	
...	...	...	...	...	...	...	...	...	...	...	17,436	456	...	94,797	1,10,434	2,23,123	
...	...	...	...	...	...	...	...	...	...	...	4,495	15,079	1,463	27	218	21,282	
...	...	...	...	...	...	...	...	...	...	...	4,342	17,259	12	14,185	1,032	36,830	
...	...	...	...	...	...	...	...	...	...	...	19,828	2,665	1,200	240	5,405	29,338	
...	...	...	...	...	...	...	...	...	...	...	491	950	498	...	1,939		
...	...	...	...	...	...	...	...	...	...	...	(e) 24,212	39,443	2,657	...	1,349	67,661	
...	...	...	...	...	...	...	...	...	...	...	6,58,872	3,78,017	9,217	2,70,679	1,52,141	14,68,926	
6,18,581	7,37,426	85,440	27,02,992	7,67,326	5,47,652	54,59,417	12,32,488	2,50,056	3,50,882*	18,40,376	26,93,084	11,72,411	1,02,933*	48,61,541	21,38,666(d)	1,09,68,635	

schools for boys ; Rs. 3,751 to upper primary schools for boys; Rs. 4,393 to lower primary schools for boys; Rs. 506 to upper primary schools for girls; and Rs. 758 to Rs. 341 for miscellaneous charges, and excludes the Municipal contribution of Rs. 198 for buildings in unaided schools.

EDUCATION—GENERAL TABLE V.

Return of the tages of Instruction of Pupils in Public Schools for Secondary Education in the Lower Provinces of Bengal at the end of the official year 1896-97.

CLASS OF SCHOOLS.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage—						TOTAL.		
															Reading printed books.			Not reading printed books.					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1			2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																						
For boys.	Government	English	55	14,446	5,288	...	5,288	4,123	...	4,123	3,181	...	3,181	1,816	...	1,816	38	...	38	14,446	...	14,446
		Vernacular	37	2,804	...	...	...	415	...	415	670	...	670	1,340	1	1,341	376	2	378	2,801	3	2,804
	District Fund	English	17	1,889	540	...	540	416	...	416	358	...	358	492	3	495	78	2	80	1,884	5	1,889
		Vernacular	148	8,740	...	...	...	1,374	1	1,375	2,134	1	2,135	4,298	4	4,302	921	7	928	8,727	13	8,740
	Municipal	English	5	1,205	294	...	294	298	...	298	285	...	285	291	...	291	37	...	37	1,205	...	1,205
		Vernacular	1	80	...	...	...	26	...	26	36	...	36	13	...	13	5	...	5	80	...	80
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	English	553	80,834	8,757	...	8,757	17,779	56	17,835	21,271	50	21,321	30,556	151	30,707	2,126	88	2,214	80,489	345	80,834
		Vernacular	811	45,035	18	...	18	6,781	2	6,783	10,776	7	10,783	23,273	282	23,555	3,744	152	3,896	44,592	443	45,035
	Unaided	English	405	54,924	12,932	...	12,932	13,344	...	13,344	12,673	2	12,675	14,624	67	14,691	1,255	27	1,282	54,828	96	54,924
		Vernacular	143	8,782	...	...	...	1,268	...	1,268	2,014	2	2,016	4,596	33	4,629	832	37	869	8,710	72	8,782
	Total		2,475	218,739	27,829	...	27,829	45,824	59	45,883	53,398	62	53,460	81,299	541	81,840	9,412	315	9,727	217,762	977	218,739
For girls.	Government	English	2	268	...	51	51	...	21	21	...	40	40	...	156	156	...	...	...	...	268	268
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Fund	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	5	5	...	6	6	...	16	16	...	25	25	...	52	52
		Vernacular	1	52	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	23	700	723	55	704	759	136	683	819	273	703	976	487	2,901	3,388
	Aided	English	29	3,388	...	111	111	7	55	62	14	155	169	63	756	819	28	98	126	112	1,072	1,184
		Vernacular	20	1,184	...	8	8	4	60	64	13	79	92	35	61	96	37	47	84	89	264	353
	Unaided	English	3	353	...	17	17	...	14	14	...	26	26	...	52	52	...	18	18	...	110	110
		Vernacular	2	110	...	...	...	...	...	...	82	1,010	1,092	234	1,724	1,958	338	891	1,229	688	4,667	5,355
	Total		57	5,355	...	187	187	34	855	889	53,480	1,072	54,552	81,533	2,265	83,798	9,750	1,206	10,956	218,450	5,644	224,094
TOTAL SECONDARY SCHOOLS			2,532	224,094	27,829	187	28,016	45,858	914	46,772												

PRIMARY SCHOOLS.																					
For boys	Government	23	701	...	...	...	...	...	...	61	...	61	288	1	289	339	12	351	688	13	701
	District Fund	8	183	...	...	...	...	...	...	22	...	22	112	2	114	46	1	47	180	3	183
	Municipal	10	611	...	...	...	...	...	...	28	2	30	382	37	419	130	32	162	540	71	611
	Native States—																				
	Aided	36,709	1,012,757	...	...	...	442	2	444	24,289	111	24,400	719,182	18,369	737,551	237,683	12,679	250,362	981,596	31,161	1,012,757
	Unaided	12,900	229,551	...	...	...	28	...	28	1,014	8	1,022	138,538	2,580	141,118	83,367	4,016	87,383	222,947	6,604	229,551
	Total ...	49,650	1,243,803	...	...	...	470	2	472	25,414	121	25,535	858,502	20,989	879,491	321,565	16,740	338,305	1,205,951	37,852	1,243,803
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	District Fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	2	83	...	...	...	...	...	...	...	3	3	16	48	64	...	16	16	16	67	83
	Native States—																				
	Aided	2,698	55,828	...	4	4	...	165	165	48	929	977	1,125	33,607	34,732	704	19,246	19,950	1,877	53,951	55,828
	Unaided ...	504	8,153	...	...	...	...	1	1	12	55	67	207	3,951	4,158	99	3,828	3,927	318	7,835	8,153
	Total ...	3,204	64,064	...	4	4	...	166	166	60	987	1,047	1,348	37,606	38,954	803	23,090	23,893	2,211	61,853	64,064
TOTAL PRIMARY SCHOOLS ...		52,854	1,307,867	...	4	4	470	168	638	25,474	1,108	26,582	859,850	58,595	918,445	322,368	39,830	362,198	1,208,162	99,705	1,307,867
TOTAL FOR SECONDARY AND PRIMARY SCHOOLS.		55,386	1,531,961	27,829	191	28,020	46,328	1,082	47,410	78,954	2,180	81,134	941,383	60,860	1,002,243	332,118	41,036	373,154	1,426,612	105,349	1,531,961

EDUCATION—GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal for the official year 1896-97.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ARTS COLLEGES—																						
1. Master of Arts	6	2	1	9	90	43	1	60	194	52	14	...	17	83	...	1	79	1	1	...	...	1
2. Bachelor of Arts	8	4	11	23	422	380	608	111	1,521	129	106	110	19	364	5	6	335	4	14	...	...	...
3. First Examination in Arts ...	12	7	18	37	596	454	1,580	81	2,711	267	187	552	11	1,017	15	11	923	10	52	1	3	2
COLLEGES FOR PROFESSIONAL TRAINING—																						
Law—																						
1. Honours in Law	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	7	...	8	15	60	...	340	...	400	28	...	176	...	204	...	...	190	...	14	...	...	...
Medicine—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	105	...	...	...	105	87	...	...	...	87	...	...	86	..	1	...	...	...
2. First L.M.S.	1	...	...	1	138	...	...	...	138	48	...	...	...	48	2	1	45	...	...	...	...	...
3. Combined Preliminary Scientific and First L.M.S. ...	1	...	...	1	4	...	...	...	4	3	...	...	...	3	...	...	3	...	...	...	...	...
4. Second L.M.S.	1	...	...	1	50	...	...	...	50*	(a)27	...	...	...	(a)27	...	...	26	1	...	...	...	...
5. Preliminary Scientific M.B....	1	...	...	1	110	...	...	...	110	61	...	...	...	61	1	1	59	...	...	...	...	...
6. First M.B.	1	...	...	1	15	...	...	...	15	5	...	...	...	5	...	...	5	...	...	...	...	...
7. Combined Preliminary Scientific and First M.B. ...	1	...	...	1	9	...	...	...	9	1	...	...	...	1	...	...	1	...	...	...	...	...
8. Second M.B.	1	...	...	1	11	...	...	...	11	4	...	...	...	4	...	...	3	...	...	...	...	1
9. Honors in Medicine	1	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	1	...	...	...	...	...
10. M. D.	1	...	...	1	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	..	...
Engineering—																						
1. B.E.	1	...	...	1	15	...	...	...	15	8	...	...	...	8	...	...	8	...	...	...	...	...
2. First Examination in Engineering	1	...	...	1	42	...	...	...	42	10	...	...	...	10	...	...	10	...	...	...	...	...
3. L.E.	1	...	...	1	5	...	...	...	5	3	...	...	...	3	...	...	3	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION—																						
1. Matriculation ... ... { For boys	55	183	140	378	1,049	1,379	2,323	69	4,820	788	848	1,207	22	2,865	43	24	2,534	14	241	3	3	3
{ ,, girls	2	6	3	11	7	20	10	3	40	7	16	9	2	34	12	14	2	6	...	...	...	...
2. High School Examination for Europeans. { ,, boys	...	3	2	5	...	11	11	1	23	...	7	9	...	16	16	...	...	...	...	...	...	...
{ ,, girls	...	7	3	10	...	17	4	1	22	...	12	4	1	17	17	...	...	...	...	...	...	...
3. Middle English Examination. { ,, boys	47	623	162	832	182	2,746	706	135	3,769	105	1,749	395	47	2,296	135	8	1,888	...	247	6	2	10
{ ,, girls	3	23	5	31	6	144	15	4	169	...	109	12	4	125	78	39	8	...	...	...	...	...
4. Middle Vernacular Examination. { ,, boys	162	729	114	1,005	597	2,423	432	818	4,270	427	1,438	234	203	2,302	...	...	1,936	...	351	3	2	10
{ ,, girls	1	12	...	13	2	32	...	...	34	...	15	...	...	15	...	12	2	1	...	...	...	...
5. Upper Primary Examination. { ,, boys	124	3,227	240	3,591	437	8,667	752	261	10,117	275	5,406	485	113	6,279	209	15	4,819	...	1,160	11	32	33
{ ,, girls	3	104	11	118	5	586	57	6	654	3	373	38	5	419	192	145	57	9	...	16	...	...
6. Lower Primary Examination. { ,, boys	75	16,524	352	16,951	279	57,335	1,217	468	59,299	210	36,033	782	387	37,412	...	66	29,308	..	7,489	79	400	70
{ ,, girls	10	450	8	468	6	1,277	22	1	1,306	16	868	17	1	902	...	107	654	3	68	66	4	...
SCHOOLS FOR SPECIAL EDUCATION—																						
1. Training School for Masters. { English ...	4	...	...	4	67	...	...	5	72	5	...	...	1	6	...	...	6	...	...	...	...	...
{ Vernacular	8	1	...	9	411	1	...	100	512	292	...	...	10	302	...	...	286	1	12	1	2	...
2. Schools of Arts Examination ...	1	...	...	1	99	...	...	...	99	58	...	...	...	58	1	...	54	3	..	...	...	...
3. Vernacular Medical Examination	4	...	...	4	204	...	...	...	204	153	...	...	...	153	3	5	127	2	16	...	...	...
4. Engineering and Surveying ...	3	...	...	3	215	...	...	...	215	132	...	...	...	122	2	...	113	1	15	...	...	1
5. Amin class attached to Survey School.	1	...	...	1	58	...	...	...	58	47	...	...	..	47	...	...	9	..	38	...	...	...

* Inclusive of 17 candidates re-examined.
(a) Do. of 16 candidates successful at the re-examination.

EDUCATION—GENERAL TABLE VII.

EDUCATION—GEN

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS. (a)											IN INSTITUTIONS MANAGED BY—			
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
UNIVERSITY EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
Boys—															
High schools ... ... English ...	3	1,064	949	749	2,775	1,356	1,750	18,575	600	1,314	26,370	...	...	2,148	3,504
Middle ,, ... { English ...	14	825	762	604	...	4,649	...	3,104	2,686	406	10,845	...	...	1,15,987	1,20,636
Middle ,, ... { Vernacular...	148	8,740	8,101	6,731	...	36,142	...	24,495	3,556	93	64,286	...	...	62,583	98,725
For Girls—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... { Vernacular..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	165	10,629	9,812	8,084	2,775	42,147	1,750	46,174	6,842	1,813	1,01,501	...	...	1,80,718	2,22,865
Primary Schools.															
For Boys	8	183	148	108	...	960	...	81	...	8	1,049	...	...	5,10,985	5,11,945
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	39,174	39,174
Total Primary Schools ...	8	183	148	108	...	960	...	81	...	8	1,049	...	...	5,50,159	5,51,119
SCHOOL EDUCATION, SPECIAL.															
Schools for Special Instruction.															
Training schools for Masters	...	...	...	...	...	...	...	...	...	...	...	487	...	...	487
Medical schools	...	...	...	...	...	...	...	...	...	...	...	100	...	...	100
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	2,762	13,229
Madrassahs	6	211	234	173	2,526	10,467	...	1,560	2,700	7,499	24,752	...	...	765	765
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	233	233
Total ...	6	211	234	173	2,526	10,467	...	1,560	2,700	7,499	24,752	587	...	3,760	14,814
Buildings	...	...	...	...	...	1,997	...	...	717	488	3,202	...	...	1,474	3,471
Furniture and apparatus (special grants only) ...	...	...	...	...	...	810	...	...	...	...	810	...	...	1,315	2,125
Total ...	...	...	...	...	...	2,807	...	...	717	488	4,012	...	...	2,789	5,596
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,73,829
Scholarships held in—															
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,563
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,711
Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,062
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	75,852
GRAND TOTAL FOR 1895-96 ...	179	11,023	10,194	8,365	5,301	56,381	1,750	47,815	10,259	9,808	131,314	587	...	7,37,426	11,72,411

* The Midnapore College
‡ Excludes the Law Depart
(a) Including Joint Commit

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1896-97.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards. (a)	Private persons or Associations.	Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
*1	31	37	28	1,220	...	...	2,241	...	1,908	5,369	...	...	...	...	...	
2	628	567	458	1,480	181	...	11,453	...	...	13,114	...	1,750	8,041	9,972	13,476	
3	577	568	450	...	566	...	4,110	...	...	4,676	300	...	5,876	6,742	1,27,378	
1	80	85	67	...	75	...	610	...	...	685	1,437	...	5,568	7,080	1,05,805	
...	...	...	...	...	...	...	...	...	...	...	...	...	180	180	180	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
1	52	51	29	...	518	...	...	...	...	518	...	...	891	1,409	1,409	
7	1,337	1,271	1,004	1,480	1,340	...	16,173	...	...	18,993	1,737	1,750	20,556	25,383	2,48,248	
10	611	555	410	...	1,481	...	523	...	...	2,004	...	...	51,987	53,468	5,65,413	
2	83	75	46	...	461	...	24	...	...	485	...	...	9,166	9,627	48,801	
12	694	630	456	...	1,942	...	547	...	...	2,489	...	...	61,153	63,095	6,14,214	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	487	
...	...	...	...	...	...	...	...	...	...	...	13	...	...	13	113	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	372	372	13,601	
...	...	...	...	...	...	...	...	...	...	...	...	...	195	195	960	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,350	1,350	1,583	
...	...	...	...	...	...	...	...	...	...	...	13	...	1,917	1,930	16,744	
...	...	...	...	...	1,069	...	9	...	...	1,078	...	...	†1,462	2,531	6,002	† Including Rs. 19 spent on buildings of unaided schools.
...	...	...	...	...	227	...	...	...	...	227	...	...	550	777	2,902	
...	...	...	...	...	1,296	...	9	...	...	1,305	...	...	†2,012	3,308	8,904	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,398	2,76,227	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	155	11,718	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	52	11,763	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	782	5,844	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,330	81,682	
‡20	2,062	1,938	1,488	2,700	4,578	...	18,970	...	1,908	28,156	1,750	1,750	†85,638	1,02,933	12,75,344	

managed by the Municipality,
ment with 12 pupils attached to the Midnapore College.
tee Schools.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for boys and girls in the Lower Provinces of Bengal for the official year 1896-97.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF				EXPENDITURE FROM—					REMARKS.
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males—							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government.	24	828	197	479	...	152	15,230	...	4,225	40,510	59,965	
Managed by District or Municipal Board.	3	5	...	5	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Board.	22	1,472 (a)	...	1,308	...	164	957	456	3,954	4,772	10,139	
Unaided	115	2,823	113	2,181	436	93	...	...	61,213	34,011	95,224	
Total ...	164	5,128	310	3,973	436	409	16,187	456	69,392	79,293	1,65,328	
For Females—												
Managed by Government,	1	33	8	24	...	...	1,249	...	...	3,131	4,380	
Managed by District or Municipal Board,	...	... (b)	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Board.	23	1,543 (c)	6	1,378	153	6	...	...	17,346	10,084	27,430	
Unaided	20	871	...	273	525	73	...	...	23,696	2,289	25,985	
Total ...	44	2,446	14	1,675	678	79	1,249	...	41,042	15,504	57,795	
GRAND TOTAL ...	208	7,574	324	5,648	1,114	488	17,436	456	1,10,434	94,797	2,23,123	

(a) Of these, 29 girls belong to boarding houses attached to European schools.
(b) Do. 62 boys ditto ditto ditto ditto.
(c) Do. 24 , ditto ditto ditto ditto.

EDUCATION—SUBSIDIARY TABLE I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, or the Government Estates Grant, in the Lower Provinces of Bengal during the year 1896-97.

CLASS OF SCHOOLS.	Number of schools.	Number o scholars.	RECEIVED FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10	11
A.—GRANT-IN-AID SCHOOLS (DEPARTMENTAL).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For boys ... High English	185	28,581	1,24,391	131	6,906	4,66,656	84,916	85,021	7,68,021	
For boys ... Middle ,,	131	12,331	82,572	100	4,991	1,18,805	62,584	46,840	3,15,892	
For boys ... ,, vernacular	76	7,027	14,950	...	4,903	32,186	15,314	1,493	68,846	
For boys ... Upper primary	23	910	7,889	...	96	5,685	7,048	1,194	21,912	
For boys ... Lower ,,	112	3,244	5,930	...	130	1,702	10,818	2	18,582	
For girls ... High English	8	781	17,282	...	180	1,01,174	5,449	16,937	1,41,022	
For girls ... Middle ,,	21	2,607	56,541	...	...	1,54,168	50,279	40,903	3,01,891	
For girls ... ,, vernacular	20	1,184	8,044	...	891	2,412	13,820	13,639	38,806	
For girls ... Upper primary	104	5,845	38,283	92	2,490	15,793	78,472	31,116	1,66,246	
For girls ... Lower ,,	186	8,602	24,501	...	1,054	7,980	40,957	32,989	1,07,481	
TRAINING SCHOOLS. For masters	4	236	4,350	...	...	800	7,057	...	12,207	
TRAINING SCHOOLS. ,, mistresses	9	432	8,332	...	...	4,856	18,477	6,608	38,273	
Other special schools	9	355	3,829	2,537	1,530	2,918	3,350	3,701	17,915	
Total for 1896-97	888	72,135	3,96,894	2,910	23,171	9,15,135	3,98,541	2,80,443	20,17,094	
Do. for 1895-96	884	69,225	3,80,517	3,308	21,786	8,11,038	3,67,621	2,62,248	18,46,513	
B.—CIRCLE SCHOOLS (DEPARTMENTAL).										
For boys ... Middle vernacular	244	10,282	30,712	...	...	23,136	1,649	1,111	56,608	
For boys ... Upper primary	67	2,393	5,687	...	...	3,489	164	117	9,457	
For boys ... Lower ,,	6	158	181	39	...	215	27	...	462	
For girls ... Middle vernacular	...	...	...	...	...	...	...	...	...	
For girls ... Upper primary	...	...	...	...	...	...	...	...	...	
For girls ... Lower ,,	1	30	182	...	...	...	...	...	182	
Total for 1896-97	318	12,863	36,762	39	...	26,840	1,840	1,228	66,709	
Do. for 1895-96	340	13,502	36,684	...	...	26,231	2,228	295	65,438	
C.—GOVERNMENT ESTATES' SCHOOLS.										
For boys ... Middle vernacular	...	...	...	...	...	...	...	...	...	
For boys ... Upper primary	248	10,395	16,636	790	368	12,973	2,317	815	33,899	
For boys ... Lower ,,	1,779	42,257	34,127	1,961	984	53,128	8,308	2,384	1,00,892	
For girls ... Middle vernacular	...	...	...	...	...	...	...	...	...	
For girls ... Upper primary	2	41	84	...	...	...	417	...	501	
For girls ... Lower ,,	37	712	1,278	165	24	74	504	9	2,054	
Special schools	3	47	449	...	...	...	8,805	66	9,320	
Total for 1896-97	2,069	53,452	52,574	2,916	1,376	66,175	20,351	3,274	1,46,666	
Do. for 1895-96	1,853	45,327	38,708	5,067	810	60,622	4,278	3,910	1,13,395	

EDUCATION—SUBSIDIARY TABLE II(*a*).

Return of Expenditure from Provincial Revenues allotted for Primary Education in Non-Board Areas, and in Government Estates, in the Lower Provinces of Bengal during the year 1896-97.

SCHOOLS UNDER THE GRANT-IN-AID RULES ARE EXCLUDED.

(*A*).—STIPENDIARY SCHOOLS(*).

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on 31st March.	AMOUNT PAID IN—		Total.
			Fixed stipends.	Rewards.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... {Upper primary ...	470	19,527	28,805	2,337	31,142
{Lower ,, ...	2,153	60,479	83,543	3,804	87,347
For girls ... {Upper primary ...	9	303	678	1	679
{Lower ,, ...	241	5,224	7,778	413	8,191
Total for 1896-97 ...	2,873	85,533	1,20,804	6,555	1,27,359
Total for 1895-96 ...	2,741	82,036	1,14,345	5,556	1,19,901

(*B*).—NON-STIPENDIARY SCHOOLS.*

CLASS OF SCHOOLS.	SCHOOL RECEIVING REWARDS AFTER EXAMINATION, INCLUDING ADVANCE REWARDS.				
	Number of schools.	Number of pupils on 31st March.	Number of schools receiving advance rewards.	Amount paid in advance rewards.	Amount paid in rewards (inclusive of column 5).
1	2	3	4	5	6
				Rs.	Rs.
For boys ... {Upper primary ...	49	1,932	7	102	1,621
{Lower ,, ...	2,643	59,591	76	772	24,495
For girls ... {Upper primary ...	.....	.....	.....	.....	.....
{Lower ,, ...	66	1,318	2	9	731
Total for 1896-97 ...	2,758	62,841	85	883	26,847
Total for 1895-96 ...	2,761	62,685	98	1,025	28,021

* These include circle schools aided from the Departmental primary grant.

NOTE.—(1) "Private institutions" of General Table III and primary schools receiving small payments for submission of returns are not included in the above return.

(2) Fractions of a rupee are neglected; the nearest rupee is taken.

(3) Advance rewards are included under rewards.

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1896-97.	1895-96.
	Rs.	Rs.
To stipendiary schools (*A*)	1,27,359	1,19,901
,, non-stipendiary schools (*B*)	26,847	28,021
,, subordinate inspecting agency	13,326	13,559
,, lower primary scholarships	2,873	2,465
,, buildings and furniture	5,723	5,385
,, charges for abolished schools	3,339	2,792
,, examinations, prizes to pupils, and rewards to teachers for passing at scholarship examinations ...	4,759	7,760
,, stipends to gurus under training	174	11
,, miscellaneous†	12,996	9,531
Total payments ...	1,97,396	1,89,425
Add 80 per cent. of the actual charges on account of Sub-Inspectors	18,617	18,749
GRAND TOTAL ...	2,16 013	2,08,174
Total of divisional allotments for 1896-97	2,01,428	1,93,620

† DETAILS OF "MISCELLANEOUS."	1896-97.	1895-96.
	Rs.	Rs.
Contributions to primary schools under the Board and to schools other than primary	7,756	4,097
Commission for money-orders	2,084	1,920
Contingencies and miscellaneous ...	3,156	3,514
Total ...	12,996	9,531

EDUCATION—SUBSIDIARY TABLE II(*b*).

Return of Expenditure from the District Fund allotted for Primary Education under the control of District Boards in the Lower Provinces of Bengal during the year 1896-97.

SCHOOLS AIDED UNDER THE GRANT-IN-AID RULES ARE EXCLUDED.

(*A*).—STIPENDIARY SCHOOLS(*a*).

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on 31st March.	AMOUNT PAID IN—		Total.
			Fixed stipends.	Rewards.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... Upper primary ...	1,942	78,813	1,06,419	9,033	1,15,452
For boys ... Lower ,, ...	1,174	35,195	38,344	5,843	44,187
For girls ... Upper primary ...	65	1,603	2,857	54	2,911
For girls ... Lower ,, ..	563	10,435	17,341	1,024	18,365
Total for 1896-97 ...	3,744	126,046	1,64,961	15,954	1,80,915
Total for 1895-96 ...	3,788	123,622	1,65,462	14,213	1,79,675

(*B*).—NON-STIPENDIARY SCHOOLS(*a*).

CLASS OF SCHOOLS.	SCHOOLS RECEIVING REWARDS AFTER EXAMINATION, INCLUDING ADVANCE REWARDS.				
	Number of schools.	Number of pupils on 31st March.	Number of schools receiving advance rewards.	Amount paid in advance rewards.	Total amount paid in rewards (inclusive of column 5).
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... Upper primary ...	1,175	45,553	170	3,250	32,937
For boys ... Lower ,, ...	25,935	668,060	2,562	27,149	3,18,231
For girls ... Upper primary ...	6	100	1	48	157
For girls ... Lower ,, ...	1,376	20,565	122	1,786	17,741
Total for 1896-97 ...	28,492	734,278	2,855	32,233	3,69,066
Total for 1895-96 ...	28,582	717,042	3,546	39,172	3,87,515

(*a*) These include schools in non-Board areas or under the Department receiving aid from this fund.

NOTE.—(1) "Private institutions" of General Table III, and primary schools receiving small payments for submission of returns, are not included in the above return.

(2) Fractions of a rupee are neglected; the nearest rupee is taken.

(3) Advance rewards are included under rewards.

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1896-97.	1895-96.
	Rs.	Rs.
To stipendiary schools (A)	1,80,915	1,79,675
,, non-stipendiary schools (B)	3,69,066	3,87,515
,, subordinate inspecting agency	90,572	89,518
,, lower primary scholarships	23,274	22,292
,, buildings and furniture	1,402	2,387
,, charges for abolished schools	12,588	8,468
,, examinations, prizes to pupils, and rewards to teachers for passing at scholarship examinations	38,153	36,633
,, stipends to gurus under training	554	500
,, miscellaneous*	21,640	30,406(*c*)
Total payments ...	7,38,164	7,57,394
Add 80 per cent. of the actual charges on account of Sub-Inspectors	1,45,624	1,37,137
GRAND TOTAL ...	8,83,788	8,94,531
Total allotment for primary education under the District Board	9,40,570†	9,64,066

*DETAILS OF "MISCELLANEOUS."	1896-97.	1895-96.
	Rs.	Rs.
Contributions to circle schools and to other schools	1,787	7 532(*c*)
Commission for money-orders	6,430	6,150
Contingencies and miscellaneous ...	13,423	16,724
Total ...	21,640	30,406

† DETAILS OF ALLOTMENTS AND EXPENDITURE THEREFROM IN 1896-97.

BUDGET HEAD OF CHARGE.	Amount allotted.(*a*)	Expenditure.	Savings, if any.	Excess expenditure, if any.	REMARKS.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
I. Inspection—					
Sub-Inspectors' salaries and travelling allowances (*b*)...	1,87,325	1,81,707	5,618	...	
Subordinate Inspecting Agency	92,370	90,572	1,798	...	
I and IV. Stipends, rewards and prizes for primary schools	6,07,351	6,04,379	2,972	..	
V. Scholarships	33,451	24,289	9,162	...	
VI. Contingencies	20,073	18,924	1,149	...	
Total ...	9,40,570	9,19,871	20,699	...	

(*a*) This column shows the amounts allotted under each head after *final* revision of the estimates, including the amount re-granted from the surplus of 1895-96 for expenditure on education in 1896-97.

(*b*) The full allotment and expenditure (not 80 per cent. as above) have been entered under this head.

(*c*) Includes Rs. 5,918 paid to circle schools, &c.

EDUCATION—SUBSIDIARY TABLE III.

Statement showing the Expenditure from District Funds on Schools maintained by Public and Private Bodies in the Lower Provinces of Bengal during the official year 1896-97.

	Expenditure from District Funds on schools maintained by the Department.	Schools maintained by District Boards.			Schools aided by District Boards.			Total expenditure from District Funds.
		Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	
1	2	3	4	5	6	7	8	9
SECONDARY EDUCATION.	Rs.			Rs.			Rs.	Rs.
High and Middle Schools.								
For Boys—								
High schools* ... English ...	...	3	1,064	1,356	9	1,426	2,148	3,504
Middle ,, ... English ...	...	14	825	4,649	524	37,060	1,15,987	1,20,636
,, ... Vernacular...	...	148	8,740	36,142	479	26,683	62,583	98,725
Total Secondary Schools ...	...	165	10,629	42,147	1,012	65,169	1,80,718	2,22,865
PRIMARY EDUCATION.								
Primary Schools (Vernacular).								
For Boys—								
Upper primary ... Stipendiary ...	...	6	138	711	1,417	56,509	77,125	77,836
,, ... Paid by rewards	...	...	...	...	1,175	45,553	32,937	32,937
,, ... Mixed ...	...	...	...	...	527	22,403	38,253	38,253
Lower ,, ... Stipendiary ...	...	2	45	249	690	19,345	22,569	22,818
,, ... Paid by rewards	...	...	...	...	25,935	6,68,060	3,18,482	3,18,482
,, ... Mixed ...	...	...	...	...	494	15,850	21,619	21,619
For Girls—								
Upper primary	...	...	...	...	71	1,703	3,068	3,068
Lower ,, ...	...	...	...	...	1,939	31,000	36,106	36,106
Total Primary Schools ...	...	8	183	960	32,248	8,60,423	5,50,159	5,51,119
SPECIAL EDUCATION.								
Schools for Special Instruction.								
Training schools for masters	487	...	...	...	...	...	...	487
Guru-training classes	...	...	...	...	...	...	...	...
Industrial schools	...	6	211	10,467	3	83	2,762	13,229
Other schools	100	...	...	...	4	179	998	1,098
Total Special Schools ...	587	6	211	10,467	7	262	3,760	14,814
Buildings and furniture ... Secondary schools ...	...	...	...	2,807	...	...	1,387	4,194
,, ... Primary ,, ...	...	...	...	...	...	...	1,402	1,402
Total ...	...	...	...	2,807	...	...	2,789	5,596
Inspection ... Sub-Inspectors	...	...	...	...	...	...	...	1,83,166†
,, ... Subordinate inspecting agency	...	...	...	...	...	...	...	90,663
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	11,563
,, Primary ,, ...	...	...	...	...	...	...	...	11,711
,, Special institutions (other than training schools)	...	...	...	...	...	...	...	5,062
Miscellaneous—								
Charges for abolished schools ... Secondary schools ...	...	...	...	...	...	...	...	2,387
,, ... Primary ,, ...	...	...	...	...	...	...	...	12,692
Examinations, prizes and rewards ... Secondary schools ...	...	...	...	...	...	...	...	64
,, ... Primary ,, ...	...	...	...	...	...	...	...	39,379
Contingent charges ... Secondary schools ...	...	...	...	...	...	...	...	1,592
,, ... Primary ,, ...	...	...	...	...	...	...	...	15,667
,, ... Private ,, and Libraries	...	...	...	...	...	...	...	4,071
Total ...	...	...	...	...	...	...	...	3,78,017
Total expenditure on Public Instruction for 1896-97	587	179	11,023	56,381	33,267	9,25,854	7,37,426	11,72,411
Ditto ditto for 1895-96 ...	633	178	10,694	58,062	34,391	9 13,072	7,68,373	11.89,765

* Schools managed by Joint-Committees are shown as schools maintained by District Boards.

† Including contingencies.

EDUCATION—SUBSIDIARY TABLE IV.

Statement showing the Expenditure from Municipal Funds on Schools managed or aided by Municipalities in the Lower Provinces of Bengal during 1895-96 and 1896-97.

CLASS OF SCHOOLS.	SCHOOLS MANAGED BY MUNICIPALITIES.						SCHOOLS AIDED BY MUNICIPALITIES.*						Total expenditure from Municipal Funds.		REMARKS.
	Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.		Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.				
	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97	1895-96.	1896-97.	1895-96.	1896-97.	1895-96.	1896-97.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Secondary Education.					Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	
For Boys—															
High schools, English ...	3	2	771	628	1,122	181	30	28	5,402	5,589	10,298	9,791	11,420	9,972	
Middle „ „ ...	2	3	470	577	...	566	50	50	4,389	4,606	6,018	6,176	6,018	6,742	
„ „ vernacular	4	1	375	80	984	75	60	56	5,674	5,462	7,230	7,005	8,214	7,080	
For Girls—															
High schools, English ...	...	...	...	...	...	...	...	1	...	53	...	180	...	180	
Middle „ „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
„ „ vernacular	1	1	53	52	416	518	9	10	320	405	861	891	1,277	1,409	
Total Secondary Schools...	10	7	1,669	1,337	2,522	1,340	149	145	15,785	16,115	24,407	24,043	26,929	25,383	
Primary Education.															
For Boys—															
Upper primary schools ...	5	5		330	1,083	1,138	199	200	9,337	9,863	15,413	15,643	16,496	16,781	
Lower „ „ ...	5	5	12[illegible]	281	365	343	1,333	1,349	46,665	47,464	35,758	36,344	36,123	36,687	
For Girls—															
Upper primary schools ...	2	2	86	...	419	461	39	37	1,508	1,683	3,772	3,615	4,191	4,076	
Lower „ „ ...	...	...	...	83	...	...	154	133	4,276	3,424	6,357	5,551	6,357	5,551	
Total Primary Schools ...	12	12	594	694	1,867	1,942	1,725	1,719	61,786	62,434	61,300	61,153	63,167	63,095	
Special Instruction.															
Training schools for masters and mistresses...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Guru-training classes ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Technical schools	...	...	...	...	...	...	2	2	34	49	627	372	627	372	
Other special schools ...	...	...	...	...	...	...	9	7	384	447	1,973	1,558	1,973	1,558	
Total Special Schools ...	...	...	...	...	...	...	11	9	418	496	2,600	1,930	2,600	1,930	
Buildings and furniture ...	...	...	...	...	1,746	1,296	...	...	...	...	2,589	2,012	4,335	3,308	
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	2,636	2,398	
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	6,625	6,819	
Total Municipal Expenditure					6,135	4,578					90,896	89,138	1,06,392	1,02,933	

* Including Government and District Fund schools in receipt of Municipal grants, and also including high schools managed by Joint-Committees

Return of Colleges and Schools for European and Eurasian Scholars

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				Managed by District or Municipal Boards.				Aided by Government or by District or Municipal Boards.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.																
Arts Colleges.																
English	...	...	...	...	...	...	...	...	2	381	362	255	3	24	29	26
SCHOOL EDUCATION, GENERAL.																
Secondary Schools.																
For Boys—																
High schools ... English	...	...	...	...	...	...	...	...	4	820	807	727	5	899	872	802
Middle ,, ... ditto	1	109	97	95	...	...	...	...	13	1,694	1,617	1,415	1	86	81	62
For Girls—																
High schools ... English	...	...	...	...	...	...	...	...	4	463	443	380	2	193	174	158
Middle , ... ditto	...	...	...	...	...	...	...	...	21	2,607	2,443	2,095	1	160	147	124
Total Secondary Schools ...	1	109	97	95	...	...	...	...	42	5,584	5,310	4,617	9	1,338	1,274	1,146
Primary Schools.																
For Boys—																
Upper primary	...	...	...	...	...	...	...	...	8	240	203	176	1	29	25	12
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																
Upper primary	...	...	...	...	...	...	...	...	11	684	623	441	3	64	58	55
Lower ,, ...	...	...	...	...	...	...	...	...	1	35	31	27	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	20	959	857	644	4	93	83	67
SCHOOL EDUCATION, SPECIAL.																
Schools for Special Instruction.																
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	(b)1	47	40	40
Total Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	1	47	40	40
TOTAL SCHOOLS OF PUBLIC INSTRUCTION.	1	109	97	95	...	...	...	...	64	6,924	6,529	5,516	17	1,502	1,426	1,279
TOTAL FOR 1895-96	1	101	97	94	...	...	...	...	62	6,560	6,337	5,240	21	1,523	1,542	1,340

(a) Excepting St. Xavier's, all are either mainly or solely

DIARY TABLE V.

in the Lower Provinces of Bengal for the official year 1896-97.

Grand total of public institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of girls in boys' schools.	Number of boys in girls' school's.	REMARKS.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Brahmos.	Muhammadans.	Aborigines.		Others.			
										Christians.	Non-Christians.				
18	19	20	21	22	23	24	25	26	27	28*a*	28*b*	28*c*	29	30	31
5(*a*)	405	405	137	15*	69	6	247	14	48	...	13	8	...	...	* Learning French.
9	1,719	1,719	1,240	55	1,540	16	67	17	26	...	...	53	...	...	
15	1,889	1,889	501	34	1,703	47	28	1	38	...	...	72	199	...	
6	656	656	267	...	608	15	3	21	...	...	...	9	...	66	
22	2,767	2,767	575	2	2,698	30	5	3	1	...	...	30	...	483	
52	7,031	7,031	2,583	91	6,549	108	103	42	65	...	...	164	199	549	
9	269	269	...	...	268	1	...	...	...	...	...	...	100	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
14	748	748	...	...	723	5	...	2	...	...	...	18	...	262	
1	35	35	...	...	35	...	...	...	...	...	...	...	...	15	
24	1,052	1,052	...	...	1,026	6	...	2	...	...	...	18	100	277	
1(*b*)	47	47	...	...	47	...	...	...	...	...	...	...	...	...	(*b*) St. Joseph's College, Darjeeling.
1	47	47	...	...	47	...	...	...	...	...	...	...	...	...	
82	8,535	8,535	2,750	106	7,691	120	350	58	113	...	13	190	299	826	
84	8,184	8,184	2,624	153	7,332	102	434	36	114	1	7	158	295	776	

attended by Europeans and Eurasians.

EDUCATION—SUBSI

Return of Expenditure on Public Instruction for Europeans and

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.														
Arts Colleges.														
English	...	...	...	...	...	...	...*	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.														
Secondary Schools.														
For Boys—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Ditto	17,261	...	...	15,780	...	...	33,041	...	...	...	...	...	...	...
For Girls—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	17,261	...	...	15,780	...	...	33,041	...	...	...	...	...	...	...
Primary Schools (Vernacular.)														
For Boys—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.														
Schools for Special Instruction.														
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	12,500	...	...	...	...	...	12,500	...	...	...	...	...	...	...
Total ...	12,500	...	...	...	...	...	12,500	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—														
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary „	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Charges for abolished schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Cadet grants	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1896-97	29,761	...	...	15,780	...	...	45,541	...	...	...	...	...	...	...
DITTO FOR 1895-96 ...	15,055	...	...	16,925	...	84	32,064	...	...	...	...	...	...	...

* This amount includes a Military grant of Rs. 196 to St. Michael's, Coorjee.
† This amount includes a Medicine grant of Rs. 73 to the Calcutta Free School
‡ This amount includes a Military grant of Rs. 80 to St. Joseph's Boarding, not paid through this office.
§ This amount includes a Government grant of Rs. 2,400 and a military grant of to the Christian Girls' school, Chinsurah, not paid through this office.
‖ This amount includes Rs. 5,000 the balance of the loan paid by Government to
¶ This amount includes Rs. 848 paid by Government to the Welland Memorial
** Rs. 3,396 to aided schools, Rs. 1,608 to unaided schools.
†† Rs. 145 to aided schools, Rs. 370 to unaided schools.

DIARY TABLE VI.

Eurasians in the Lower Provinces of Bengal for the official year 1896-97.

TUTIONS—																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—					GRAND TOTAL.	REMARKS.
Aided by Government or by District or Municipal Boards.							Unaided.										
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,200	...	...	18,624	...	22,100	47,924	2,133	...	5,415	7,548	7,200	...	...	20,757	27,515	55,472	
20,130*	...	...	1,05,160	1,946	47,029	1,74,265	1,45,992	2,459	63,080	2,11,531	20,130	...	...	2,51,152	1,14,514	3,85,796	
35,627†	...	...	56,383	21,559	40,681	1,54,250	...	...	...	...	52,888	...	...	72,163	62,240	1,87,291	
10,785	...	...	89,556	...	16,550	1,16,891	63,042	...	26,332	89,374	10,785	...	...	1,52,598	42,382	2,06,265	
52,361‡	...	...	1,31,102	44,634	40,538	2,68,635	3,538	1,647	...	5,185	52,361	...	...	1,34,640	86,819	2,73,820	
1,18,903	...	...	3,82,201	68,139	1,44,798	7,14,041	2,12,572	4,106	89,412	3,06,090	1,36,164	...	...	6,10,553	3,06,455	10,53,172	
4,116	...	...	4,868	3,908	381	13,273	...	...	420	420	4,116	...	...	4,868	4,709	13,693	
9,074	...	...	6,297	2,611	5,969	23,951	4,865	9,846§	...	14,711	9,074	...	...	11,162	18,426	38,662	
480	...	...	1,216	110	...	1,806	...	...	...	...	480	...	...	1,216	110	1,806	
13,670	...	...	12,381	6,629	6,350	39,030	4,865	9,846	420	15,131	13,670	...	...	17,246	23,245	54,161	
...	...	...	...	...	...	...	The expenditure on the special classes of St. Joseph's College, Darjeeling, is included in the expenditure on the High School.				...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
39,130	...	...	$6,100	58,163	28,405‖	1,61,798	12,879	...	...	12,879	39,130	...	...	48,979	86,568	1,74,677	
1,714¶	...	...	28,196	344	...	30,254	6,306	...	...	6,306	14,214	...	...	34,592	344	49,060	
40,844	...	...	64,296	58,507	28,405	1,92,052	19,185	...	...	19,185	53,344	...	...	83,481	86,912	2,23,737	
...	...	...	...	...	...	...	...	...	...	...	14,390	...	...	...	...	14,390	
...	...	...	...	...	...	...	...	...	...	...	1,631	...	...	...	...	1,631	
...	...	...	...	...	...	...	...	...	...	...	3,194	...	...	...	...	3,194	
...	...	...	...	...	...	...	...	...	...	...	438	...	...	...	...	438	
...	...	...	...	...	...	...	...	...	...	...	**5,004	...	...	...	††515	5,519	
...	...	...	...	...	...	...	...	...	...	...	24,657	...	...	...	515	25,172	
1,80,617	...	...	4,77,502	1,33,275	2,01,653	9,93,047	2,38,755	13,952	95,247	3,47,954	2,35,035	...	...	7,32,037	4,44,642	14,11,714	
1,65,657	...	...	3,86,190	96,465	1,93,136	8,41,358	2,07,129	21,180	27,648	2,55,957	2,04,896	...	...	6,10,154	3,38,588	11,53,638	

not paid through this office.
Boys' Department, not paid through this office.
Bankipore, and a Medicine grant of Rs. 57 to the Calcutta Free School, Girls' Department,

Rs. 4,800 to the European Orphan Asylum and also a grant of Rs. 627 from the old Dutch Fund

St. Joseph's High School, Bow Bazar.
school for bringing out Kindergarten teacher from England and for apparatus.

EDUCATION—SUBSIDIARY TABLE VII.

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education for Europeans and Eurasians in the Lower Provinces of Bengal at the end of the official year 1896-97.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																				
Boys' Schools.																				
High English ... Aided	4	320	103	...	103	300	...	300	212	...	212	143	...	143	62	...	62	820	...	820
... Unaided	5	899	130	...	130	336	...	336	238	...	238	129	...	129	66	...	66	899	...	899
Middle ,, ... Government	1	109	...	...	...	33	...	33	40	...	40	31	...	31	5	...	5	109	...	109
... Aided	13	1,694	...	...	...	366	54	420	398	42	440	376	35	411	368	55	423	1,508	186	1,694
... Unaided	1	86	...	...	...	5	...	5	18	2	20	34	4	38	16	7	23	73	13	86
Total ...	24	3,608	233	...	233	1,040	54	1,094	906	44	950	713	39	752	517	62	579	3,409	199	3,608
Girls' Schools.																				
High English ... Aided	4	463	...	33	33	...	151	151	1	98	99	12	89	101	26	53	79	39	424	46
... Unaided	2	193	...	17	17	...	43	43	1	59	60	14	35	49	12	12	24	27	166	19
Middle ,, ... Aided	21	2,607	...	...	...	22	488	510	46	549	595	106	516	622	247	633	880	421	2,186	2,607
... Unaided	1	160	...	...	...	4	17	21	12	20	32	21	26	47	25	35	60	62	98	160
Total ...	28	3,423	...	50	50	26	699	725	60	726	786	153	666	819	310	733	1,043	549	2,874	3,423
Total Secondary Schools ...	52	7,031	233	50	283	1,066	753	1,819	966	770	1,736	866	705	1,571	827	795	1,622	3,958	3,073	7,031
PRIMARY SCHOOLS.																				
For Boys.																				
Upper primary ... Aided	8	240	...	...	...	...	...	...	31	27	58	38	25	63	71	48	119	140	100	240
... Unaided	1	29	...	...	...	...	...	...	6	...	6	10	...	10	13	...	13	29	...	29
Total ...	9	269	...	...	...	...	...	...	37	27	64	48	25	73	84	48	132	169	100	269
For Girls.																				
Upper primary ... Aided	11	684	...	...	...	...	..	...	29	96	125	61	109	170	166	223	389	256	428	684
... Unaided	3	64	...	...	...	...	...	...	4	20	24	1	21	22	1	17	18	6	58	64
Lower ,, ... Aided	1	35	...	...	...	...	...	...	...	...	...	3	9	12	12	11	23	15	20	35
Total ...	15	783	...	...	...	...	...	...	33	116	149	65	139	204	179	251	430	277	506	783
Total Primary Schools ...	24	1,052	...	...	...	...	...	...	70	143	213	113	164	277	263	299	562	446	606	1,052
GRAND TOTAL FOR 1896-97 (FOR SECONDARY AND PRIMARY SCHOOLS).	76	8,083	233	50	283	1,066	753	1,819	1,036	913	1,949	979	869	1,848	1,090	1,094	2,184	4,404	3,679	8,083
DITTO FOR 1895-96 ...	77	7,680	170	56	226	1,142	767	1,909	962	864	1,826	919	830	1,749	977	993	1,970	4,170	3,510	7,680

EDUCATION—SUBSIDIARY TABLE VIII.

Return showing the expenditure (direct and indirect) on different classes of schools for general and special instruction for Indian boys and girls during the year 1896-97.

BURDWAN DIVISION.

CLASS OF SCHOOLS.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	EXPENDITURE FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... ... Government*	6	1,975	14,946	156	800	47,062	73	63,037	
High ... ... Aided ...	56	8,333	25,313	60	5,722	1,09,270	26,222	1,66,587	
High ... ... Unaided ...	26	4,539	...	...	...	32,007	37,075	69,082	
Middle English ... Government*	7	685	518	1,661	460	5,276	520	8,435	
Middle English ... Aided ...	164	11,002	2,489	32,744	1,284	57,294	40,917	1,34,728	
Middle English ... Unaided ...	62	3,487	...	...	...	11,368	14,694	26,062	
Middle vernacular Government*	24	1,487	...	5,638	...	5,846	716	12,200	
Middle vernacular Aided ...	120	7,605	4,490	12,483	1,922	26,554	14,291	59,740	
Middle vernacular Unaided ...	26	1,632	...	...	...	5,794	3,924	9,718	
Upper primary	895	34,062	8,106	28,045	3,388	56,875	24,788	1,21,202	
Lower ,, ...	9,588●	236,590	9,272	61,867	7,335	3,52,544	45,632	4,76,650	
Special schools	12	559	14,887	2,587	350	378	6,752	24,954	
Inspection	...	...	52,974	46,616	251	...	...	99,841	
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	15,273	16,326	1,839	9,283	29,322	72,043	
Total ...	10,986†	311,956	1,48,268	2,08,183	23,351	7,19,551	2,44,926	13,44,279	
Total for 1895-96 ...	11,016	303,330	1,58,785	2,22,627	23,243	7,04,470	2,29,201	13,38,326	

PRESIDENCY DIVISION.

High ... ... Government*	8	1,884	32,564	...	181	28,403	561	61,709
High ... ... Aided ...	56	8,802	27,316	300	60	1,02,035	26,658	1,56,369
High ... ... Unaided ...	17	2,733	...	...	...	28,798	15,452	44,250
Middle English ... Government*	...	...	...	...	...	...	...	...
Middle English ... Aided ...	128	10,141	5,520	23,435	1,058	49,784	31,298	1,11,095
Middle English ... Unaided ...	49	3,513	...	...	...	13,175	12,357	25,532
				2,946				
Middle vernacular Government*	11	731	40		306	2,710	635	6,637
Middle vernacular Aided ...	186	11,178	9,903	15,173	1,081	34,850	22,531	84,138
Middle vernacular Unaided ...	19	1,352	...	...	...	2,482	3,766	6,248
Upper primary	520	22,129	8,720	17,029	3,650	31,327	15,028	75,754
Lower ,, ...	4,730	148,360	17,027	56,328	10,371	1,64,947	53,137	3,01,810
Special schools	80	609	20,044	...	132	1,698	14,931	36,805
Inspection	...	...	35,064	33,978	...	...	5	74,047
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	27,557	7,801	2,576	21,665	36,494	96,093
Total ...	5,804†	206,432	1,83,755	1,61,990	20,015	4,81,874	2,26,853	10,74,487
Total for 1895-96 ...	5,869	198,479	1,84,372	1,61,591	19,817	4,84,172	2,09,950	10,59,902

CALCUTTA.

High ... ... Government*	5	1,461	42,056	...	...	44,164	...	86,220
High ... ... Aided ...	4	525	6,461	...	...	8,010	7,030	21,501
High ... ... Unaided ...	42	14,867	...	...	...	2,56,320	49,561	3,05,881
Middle English ... Government*	2	278	5,729	...	...	2,787	...	8,516
Middle English ... Aided ...	9	1,787	1,639	...	133	15,246	1,950	18,968
Middle English ... Unaided ...	8	942	...	...	...	6,205	2,065	8,270
Middle vernacular Government*	1	250	3,967	...	...	2,613	...	6,580
Middle vernacular Aided ...	12	1,418	4,878	...	358	7,827	22,583	35,646
Middle vernacular Unaided ...	3	259	...	...	...	1,570	628	2,198
Upper primary	36	3,076	6,425	...	531	10,594	14,135	31,685
Lower ,, ...	241	12,019	16,973	...	1,722	(b)21,345	47,904	87,944
Special schools	18	2,279	96,232	...	1,200	39,501	19,701	1,56,634
Inspection	...	...	6,718	...	...	...	...	6,718
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	12,767	...	135	36,815	32,867	82,584
Total ...	381†	39,161	(a)2,03,845	...	4,079	4,52,997	1,98,424	8,59,345
Total for 1895-96 ...	387	37,885	1,93,542	...	4,333	4,42,932	2,18,837	8,59,644

* Government schools include those under the management of District or Municipal Boards.
† Excludes private institutions.
(a) This does not include the inspection charges of Rs. 6,345 incurred by the Inspectress of Schools.
(b) Including fees of Rs. 6,210 of the Calcutta Government School of Art.

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the expenditure (direct and indirect) on different classes of schools for general and special instruction for Indian boys and girls during the year 1896-97—continued.

RAJSHAHI DIVISION.

CLASS OF SCHOOLS.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	EXPENDITURE FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... ... Government*	7	2,111	21,649	...	...	41,032	875	63,556	
High ... ... Aided ...	12	1,731	5,625	71	870	18,133	12,073	36,772	
High ... ... Unaided ...	5	835	...	...	...	9,124	8,535	17,659	
Middle English ... Government*	5	481	41	499	406	2,763	867	4,576	
Middle English ... Aided ...	77	5,170	1,861	14,244	400	21,318	25,247	63,070	
Middle English ... Unaided ...	19	1,054	...	...	...	2,181	9,385	11,566	
Middle vernacular Government*	26	1,528	59	4,870	...	4,003	995	9,927	
Middle vernacular Aided ...	99	4,549	1,316	11,570	456	13,677	12,814	39,833	
Middle vernacular Unaided ...	7	289	...	...	...	484	1,837	2,321	
Upper primary	450	16,530	2,930	21,221	971	24,985	12,120	62,227	
Lower ,, ...	3,225	82,855	12,885	52,549	3,759	1,05,126	21,005	1,95,324	
Special schools	10	517	12,443	2,817	30	1,812	12,044	29,146	
Inspection	...	...	23,859	34,366	232	...	31	58,488	
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	13,339	12,481	1,779	9,207	16,167	52,973	
Total ...	3,942†	117,650	96,007	1,54,688	8,903	2,53,845	1,33,995	6,47,438	
Total for 1895-96 ...	3,333	113,770	95,228	1,78,263	10,976	2,38,864	1,21,969	6,40,300	

DACCA DIVISION.

High ... ... Government*	5	1,555	22,940	...	...	30,085	645	53,670
High ... ... Aided ...	23	4,564	8,841	265	360	58,029	8,358	75,853
High ... ... Unaided ...	21	5,761	...	...	...	66,210	22,274	88,484
Middle English ... Government*	1	187	74	...	...	895	238	1,207
Middle English ... Aided ...	127	10,159	1,861	23,614	580	47,543	21,956	95,554
Middle English ... Unaided ...	56	4,077	...	...	...	11,480	15,641	27,121
Middle vernacular Government*	16	1,234	126	3,003	...	5,543	184	8,856
Middle vernacular Aided ...	229	10,857	15,622	10,389	706	32,560	12,765	72,042
Middle vernacular Unaided ...	43	2,797	...	...	...	7,948	5,455	13,403
Upper primary	889	31,992	4,273	26,120	1,826	51,221	15,129	98,569
Lower ,, ...	7,479	1,61,929	5,374	42,426	2,956	1,79,052	66,499	2,96,307
Special schools	8	1,190	37,024	4,315	...	15,872	14,948	72,159
Inspection	...	...	35,661	43,134	375	...	...	79,170
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	11,256	14,174	614	16,661	24,121	66,826
Total ...	8,897†	2,36,302	1,43,052	1,67,440	7,417	5,23,099	2,08,213	10,49,221
Total for 1895-96 ...	9,492	2,49,205	1,31,874	1,85,789	7,086	5,11,062	2,06,280	10,42,091

CHITTAGONG DIVISION.

High ... ... Government*	4	1,000	12,576	...	...	18,005	248	30,829
High ... ... Aided ...	8	1,862	2,344	360	...	22,441	2,853	27,998
High ... ... Unaided ...	4	920	...	...	...	11,543	574	12,117
Middle English ... Government*	...	...	...	...	...	...	...	...
Middle English ... Aided... ...	33	2,820	624	7,658	120	10,953	4,245	23,600
Middle English ... Unaided ...	19	1,560	...	...	...	5,670	3,118	8,788
Middle vernacular Government*	10	813	...	2,819	...	2,516	14	5,349
Middle vernacular Aided ...	113	6,510	10,066	6,333	176	17,686	3,865	38,126
Middle vernacular Unaided ...	12	766	...	...	...	2,180	1,133	3,313
Upper primary	465	19,770	5,143	16,740	1,100	32,585	6,119	61,687
Lower ,, ...	4,066	102,302	7,635	37,299	877	1,06,669	37,458	1,89,938
Special schools	5	948	6,574	2,700	...	4,660	12,716	26,650
Inspection	...	...	14,934	22,956	...	...	...	37,890
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	8,299	7,451	112	5,972	8,119	29,953
Total ...	4,739†	139,271	68,195	1,04,316	2,385	2,40,880	80,462	4,96,238
Total for 1895-96 ...	4,913	141,935	72,158	1,02,778	2,381	2,34,267	75,600	4,87,184

* Government schools include those under the management of District or Municipal Boards.
† Excludes private institutions.

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the expenditure (direct and indirect) on different classes of schools for general and special instruction for Indian boys and girls during the year 1896-97—continued.

PATNA DIVISION.

CLASS OF SCHOOLS.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	EXPENDITURE FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... ... Government*	7	2,631	18,458	...	...	57,775	3,031	79,264	
High ... ... Aided ...	8	1,474	5,090	...	180	19,547	7,742	32,559	
High ... ... Unaided ...	23	5,411	...	...	...	61,798	29,437	91,235	
Middle English ... Government*	3	188	...	515	...	610	1,331	2,456	
Middle English ... Aided	26	1,893	2,221	4,166	312	7,932	9,340	23,971	
Middle English ... Unaided ...	16	1,044	...	...	...	3,952	4,860	8,812	
Middle vernacular Government*	38	2,127	899	9,155	323	4,616	867	15,860	
Middle vernacular Aided	4	401	361	316	300	687	1,476	3,140	
Middle vernacular Unaided ...	13	802	...	...	...	215	4,392	4,607	
Upper primary	220	11,053	2,240	17,269	4,293	11,056	4,518	39,376	
Lower ,, ...	6,054	149,719	2,314	82,106	9,438	1,67,282	69,995	3,31,135	
Special schools	19	1,278	51,331	560	128	5,509	13,416	70,944	
Inspection	...	...	41,605	42,480	1,388	...	...	85,473	
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	19,731	30,612	2,363	497	2,595	55,798	
Total ...	6,431†	178,011	1,44,250	1,87,179	18,725	3,41,776	1,53,000	8,44,930	
Total for 1895-96 ...	6,816	180,267	1,06,471	1,59,347	19,914	3,64,196	2,06,843	8,56,771	

BHAGALPUR DIVISION.

High ... ... Government*	5	1,221	13,500	1,200	950	21,998	2,597	40,245	
High ... ... Aided ...	6	898	3,143	192	405	11,802	7,045	22,587	
High ... ... Unaided ...	10	1,799	...	...	...	19,422	18,464	37,886	
Middle English ... Government*	3	181	...	1,716	...	477	363	2,556	
Middle English ... Aided ...	23	1,526	2,916	3,566	898	6,623	8,065	22,068	
Middle English ... Unaided ...	5	202	...	...	...	431	1,855	2,286	
Middle vernacular Government*	22	1,433	939	3,932	509	4,365	509	10,254	
Middle vernacular Aided	28	1,711	1,561	3,069	410	4,866	3,147	13,053	
Middle vernacular Unaided ...	5	180	...	...	...	154	162	316	
Upper primary	267	11,930	9,423	13,148	2,095	17,112	9,311	51,089	
Lower ,, ...	3,689	80,685	15,006	39,324	2,346	1,36,498	40,699	2,33,864	
Special schools	19	331	1,131	1,560	90	11	6,983	9,775	
Inspection	...	...	44,315	23,343	152	...	...	67,810	
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	11,029	11,510	556	6,647	5,187	34,929	
Total ...	4,073†	102,097	1,02,963	1,02,560	8,411	2,30,406	1,04,378	5,48,718	
Total for 1895-96 ...	3,977	96,243	98,997	95,298	9,191	2,12,949	1,03,766	5,20,201	

ORISSA DIVISION.

High ... ... Government*	3	602	8,230	...	...	11,870	...	20,100	
High ... ... Aided ...	7	983	3,853	900	624	9,271	3,128	17,776	
High ... ... Unaided ...	1	50	...	...	...	802	1,756	2,558	
Middle English ... Government*	2	160	286	258	...	891	11	1,446	
Middle English ... Aided	34	2,212	2,873	6,560	...	5,911	9,023	24,367	
Middle English ... Unaided ...	2	143	...	...	...	...	837	837	
Middle vernacular Government*	17	762	1,101	3,779	513	562	9	5,969	
Middle vernacular Aided ...	29	1,389	2,364	3,250	150	1,357	5,893	13,014	
Middle vernacular Unaided ...	4	176	...	...	...	78	384	462	
Upper primary	281	10,795	3,807	12,522	2,239	11,028	3,504	33,100	
Lower ,, ...	6,002	92,505	7,987	27,126	2,133	1,81,143	35,899	2,54,288	
Special schools	6	293	19,074	275	...	3,202	1,412	23,963	
Inspection	...	...	20,869	21,956	...	...	...	42,825	
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	13,754	9,429	88	682	1,658	25,611	
Total ...	6,388†	1,10,070	84,198	86,055	5,752	2,26,797	63,514	4,66,316	
Total for 1895-96 ...	6,672	1,08,987	80,315	84,072	5,353	2,32,802	65,244	4,67,786	

* Government schools include those under the management of District or Municipal Boards.
† Excludes private institutions.

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

Return showing the expenditure (direct and indirect) on different classes of schools for general and special instruction for Indian boys and girls during the year 1896-97—concluded.

ORISSA TRIBUTARY MAHALS.

CLASS OF SCHOOLS.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	EXPENDITURE FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... ... Government*	...	...	...	...	...	...	...	...	
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	2	278	...	...	...	...	5,959	5,959	
Middle English ... Government*	...	...	...	...	...	...	...	...	
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	6	411	...	...	...	...	3,901	3,901	
Middle vernacular Government*	...	...	...	...	...	...	...	...	
Aided ...	...	...	...	...	...	...	...	...	
Unaided ...	13	639	...	...	...	121	4,759	4,880	
Upper primary	50	1,720	...	...	...	759	5,399	6,158	
Lower ,, ...	1,120	13,279	...	...	...	41,961	7,193	49,154	
Special schools ,, ...	1	4	...	...	...	...	219	219	
Inspection	...	...	2,870	...	...	...	3,529	6,399	
Miscellaneous charges, including cost of buildings, scholarships, &c ...	...	...	854	...	...	...	4,175	5,029	
Total ...	1,192†	16,331	3,724	...	...	42,841	35,134	81,699	
Total for 1895-96 ...	1,190	15,755	3,929	...	...	40,972	31,509	76,410	

CHOTA NAGPUR DIVISION.

High ... ... Government*	5	1,109	11,688	...	...	19,842	1,644	33,174
Aided ...	3	510	2,070	...	...	2,639	8,243	12,952
Unaided ...	1	93	...	...	...	1,152	4,000	5,152
Middle English ... Government*	...	...	...	...	...	...	...	...
Aided ...	36	2,246	11,843	...	1,091	3,390	18,045	34,369
Unaided ...	5	220	...	...	...	89	823	912
Middle vernacular Government*	22	1,311	5,889	...	374	1,520	914	8,697
Aided ...	11	601	2,330	...	300	1,610	1,298	5,538
Unaided ...	...	...	...	...	...	...	...	...
Upper primary	146	6,745	11,535	...	764	4,896	9,897	27,092
Lower ,, ...	2,417	61,770	56,740	...	1,301	39,851	22,706	1,20,598
Special schools	28	304	8,244	...	...	24	1,364	9,632
Inspection	...	...	45,406		...	...	168	45,574
Miscellaneous charges, including cost of buildings, scholarships, &c. ...	...	...	17,991	...	65	2,935	34,622	55,613
Total ...	2,674†	74,909	1,73,736	...	3,895	77,948	1,03,724	3,59,303
Total for 1895-96 ...	2,812	76,277	1,65,254	...	3,948	76,940	1,10,876	3,57,018

* Government schools include those under the management of District or Municipal Boards.
† Excludes private institutions.

SUMMARY.

Return showing the expenditure, direct and indirect, on different classes of schools for general and special instruction for Indian boys and girls in the Lower Provinces of Bengal, during the year 1896-97.

	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... Government*	55	15,539	1,98,607	1,356	1,931	3,20,236	9,674	5,31,804
Aided ...	183	29,682	90,056	2,148	8,221	3,61,477	1,03,352	5,65,254
Unaided ...	152	37,286	...	...	...	4,87,176	1,93,087	6,80,263
Middle English ... Government*	23	2,160	6,648	4,640	866	13,699	3,330	29,192
Aided ...	657	48,956	33,847	1,15,987	5,876	2,25,994	1,70,086	5,51,790
Unaided ...	247	16,653	...	...	...	54,551	69,536	1,24,087
Middle vernacular Government*	187	11,676	13,020	36,142	2,030	34,294	4,843	90,329
Aided ...	831	46,219	52,891	62,583	6,459	1,41,674	1,00,663	3,64,270
Unaided ...	145	8,892	...	...	...	21,026	26,440	47,466
Upper primary	4,219	169,802	62,602	1,52,094	20,857	2,52,438	1,19,948	6,07,939
Lower ,, ...	48,611	1,137,013	1,51,213	3,99,025	42,238	14,96,418	4,48,118	25,37,012
Special schools	197	8,312	2,66,984	14,814	1,930	(b)72,667	1,04,486	4,60,881
Inspection	...	...	3,24,275(a)	2,73,829	2,398	...	3,733	(a)6,04,235
Miscellaneous charges, including cost of buildings, scholarships, &c.	...	...	1,51,850	1,09,784	10,127	1,09,867	1,95,824	5,77,452
Total ...	55,507†	1,532,190	13,51,993	11,72,411	1,02,933	35,91,517	15,53,120	77,71,974
Total for 1895-96 ...	56,977†	1,522,073	12,91,610	11,89,765	1,06,292	35,38,626	15,80,075	77,06,368

* Government schools include those under the management of District and Municipal Boards.
† Excludes private institutions.
(a) This does not include inspection charges of Rs. 6,345, incurred by the Inspectress of Schools.
(b) Including fees of Rs. 6,210 of the Government School of Art at Calcutta.

C. A. P.—Reg. No. 1484J—700—27-10-97.

GENERAL DEPARTMENT

EDUCATION.

CALCUTTA, THE 20TH DECEMBER 1897.

RESOLUTION—No. 3796.

READ—

The Review of Education in Bengal from the years 1892-93 to 1896-97, being the first Quinquennial Report, with which is incorporated the Annual Report for 1896-97.

Preliminary.

Under the instructions of the Government of India, the Provincial Education Report for 1896-97 embraces a summary of the educational operations of the last five years, arranged as far as possible in the same manner as the second quinquennial review of education in India which was compiled by the late Mr. A. M. Nash. The report is submitted by Dr. C. A. Martin, who assumed charge as officiating Director of the Department towards the close of August 1896, during the absence on leave and on deputation of Sir A. Croft. When Sir Alfred Croft retired from the public service on the 23rd February 1897, Dr. Martin was confirmed as Director of Public Instruction.

Dr. Martin has adopted the plan of dividing each Chapter into two parts, the first dealing with the quinquennium, the paragraphs in Mr. Nash's report to which it corresponds being indicated in the table of contents, and the second giving additional information regarding the operations of the last year. Much care has been taken to preserve conciseness, and though full of valuable and interesting matter, the review is only 33 pages longer than the report for 1895-96. The punctuality with which it has been submitted deserves special commendation.

2. *Number under instruction.*—The following table shows the number of schools and colleges in Bengal, and the number of pupils in them at the end of each year, from 1891-92 to 1896-97:—

CLASS OF INSTITUTIONS.	1891-92.		1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
A.—Public institutions—												
Colleges ... Arts ...	34	5,225	33	5,443	36	6,240	36	6,122	37	6,193	38	6,384
Colleges ... Professional...	14	1,062	16	1,047	16	1,157	16	1,257	17	1,823	18	1,889
Secondary schools for Boys ...	2,308	197,285	2,353	201,749	2,397	202,213	2,421	210,465	2,447	210,976	2,475	218,739
Secondary schools for Girls ...	61	5,399	53	4,798	66	5,571	56	4,637	62	5,169	57	5,355
Primary schools for Boys ...	48,587	1,123,560	47,533	1,123,225	47,791	1,130,551	49,804	1,206,285	51,006	1,240,679	49,650	1,243,303
Primary schools for Girls ...	2,682	52,402	2,803	55,451	2,976	59,440	3,205	63,840	3,338	64,798	3,204	64,064
Special schools ...	270	7,438	340	8,354	333	8,565	262	8,613	202	8,172	198	8,359
Total Public institutions	53,956	1,392,371	53,131	1,400,067	53,615	1,413,737	55,800	1,501,159	57,109	1,537,810	55,640	1,548,593
B.—Private institutions—												
Advanced	2,988	34,862	3,013	32,727	3,141	33,303	3,245	35,006	3,264	34,692	2,982	31,641
Elementary For boys	10,720	103,628	10,289	100,842	10,327	101,049	10,614	104,495	10,406	103,713	8,803	91,853
Elementary For girls	160	1,104	171	1,420	134	1,178	82	859	74	787	422	2,688
Total Private institutions	13,868	139,594	13,473	134,989	13,602	135,530	13,941	140,360	13,744	139,192	12,207	126,182
GRAND TOTAL ...	67,824	1,531,965	66,604	1,535,056	67,217	1,549,267	69,741	1,641,519	70,853	1,677,002	67,847	1,674,775

Compared with the figures for 1891-92, the total number of institutions had increased in 1896-97 by 23, or ·03 per cent., and the pupils attending them by 142,810, or 9·3 per cent. The largest number of institutions open during the quinquennium was, 70,853 in 1895-96, and the decrease to 67,847 in 1896-97 was due to the scarcity. The fluctuation, although to a less extent, in the number of pupils, was due to similar causes. The figures rose from 1,531,965 in 1891-92 to 1,677,002 in 1895-96, and fell again slightly to 1,674,775 in 1896-97. The effect of the famine on education therefore, so far as the year 1896-97 is concerned, was to reduce the number of institutions by 3,006, but the number of pupils by 2,227 only. The Lieutenant-Governor has no doubt that under the more favourable conditions of the current year, the numbers both of schools and of pupils will speedily recover.

Dr. Martin points out that the surest test of progress lies in a comparison of the statistics for public institutions, since those for private institutions are not always reliable. The former showed an increase during the quinquennium of 1,684, or 3·1 per cent., in number, and of 156,222, or 11·2 per cent., in attendance. With the exception of the secondary schools for girls and the special schools which suffered a slight loss, every class of public institutions shared in the general increase. The numbers of Arts and Professional Colleges rose by 4 each, and there were three more Arts Colleges which furnished no returns, namely, the Bishop's College at Calcutta, the Harendralal College at Munshiganj, and St. Joseph's College at Darjeeling. Secondary schools for boys increased by 167, primary schools for boys by 1,063, and primary schools for girls by 522.

3. The following table shows in detail the number of boys and girls in the different stages at school at the end of each of the six years from 1891-92 to 1896-97, and their percentage on the total number:—

Male pupils.

Stage of Instruction.	Number.						Percentage.					
	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate	5,201	5,417	6,221	6,096	6,164	6,351	·40	·42	·48	·44	·43	·45
High	26,600	26,946	26,851	27,790	27,730	27,829	2·05	2·08	2·05	2·00	1·95	1·95
Middle	45,264	43,526	43,040	43,530	44 165	46,328	3·49	3·35	3·29	3·13	3·10	3·23
Upper primary ...	74,007	75,350	74,942	75,720	75,610	78,954	5·71	5·80	5·73	5·46	5·31	5·51
Lower primary (*A*) ...	775,788	795,182	814,580	882,352	920,787	941,383	59·88	61·26	62·29	63·58	64·69	65·69
Ditto (*B*) ...	368,675	351,693	342,099	352,358	349,065	332,118	28·46	27·09	26·16	25·39	24·52	23·17
Total ...	1,295,535	1,298,114	1,307,733	1,387,846	1,423,521	1,432,963	100·	100·	100·	100·	100·	100·

Female pupils.

Collegiate	24	26	19	26	29	33	·03	·03	·02	·03	·03	·03
High	162	215	171	163	171	191	·18	·23	·18	·16	·16	·19
Middle	927	921	931	992	951	1,082	1·05	1·00	97	·96	·91	·02
Upper primary ...	2,359	2,288	2,457	1,961	2,155	2,180	2·67	2·48	2·55	1·89	2·07	2·07
Lower primary (*A*) ...	47,624	52,279	55,409	59,689	59,806	60,860	53·91	56 63	57·59	57·70	57·34	57·75
Ditto (*B*) ...	37,240	36,588	37,231	40,612	41,182	41,036	42·16	39·63	38·69	39·26	39·49	38·94
Total ...	88,336	92,317	96,218	103,443	104,294	105,382	100·	100·	100·	100·	100·	100·

4. *Ratio of pupils to population.*—The total population of Bengal, according to the census of 1891, is 73,043,697, of whom 36,412,749 are males and 36,630,948 females. This gives at the usual rate of 15 per cent. 5,461,912 male children and 5,494,642 female children of school-going age. Of the pupils on the educational returns, 1,561,008 are boys and 113,767 are girls. Thus of all boys of school-going age 28·5 per cent. and of all girls of school-going age 2·0 per cent. were at school in 1896-97. The percentages of 1895-96 were 28·6 and 2·0, respectively, and those of 1891-92 were 26·3 and 1·8.

5. *Schools classified according to management.*—The following table classifies public institutions, division by division, according to their management:—

1891-92.

District or Division.	Government institutions.		Institutions maintained by District and Municipal Boards.		Aided institutions.		Unaided institutions.		Private institutions.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	25	2,359	38	3,330	8,951	245,645	1,550	35,215	363	3,070	10,927	289,617
Presidency	83	2,292	13	989	4,854	156,037	698	21,408	95	1,241	5,743	181,969
Calcutta	17	3,907	...	...	349	18,823	96	17,634	106	3,037	568	43,401
Rajshahi	30	2,573	32	2,216	2,652	77,138	583	13,593	224	2,969	3,521	98,489
Dacca	23	2,936	23	1,541	5,941	161,088	1,895	43,665	5,039	46,522	12,921	255,752
Chittagong	19	1,693	10	753	5,322	128,378	526	14,221	2,322	34,504	8,199	179,549
Patna	18	3,405	42	2,196	6,039	142,269	293	10,896	3,187	29,684	9,579	188,450
Bhagalpur	13	1,549	18	1,054	2,205	56,045	1,070	19,058	1,221	9,382	4,527	87,088
Orissa	34	1 019	26	1,010	5,225	85,663	1,898	26,106	1,057	7,137	8,240	120,935
Do. Tributary Mahals	7	222	...	...	141	2,053	1,091	14,967	133	859	1,372	18,101
Chota Nagpur... ...	45	2,150	...	...	1,719	51,917	274	6,336	121	1,189	2,159	61,592
European schools ...	1	90	...	...	157	5,558	10	11,374	...	...	68	7,022
Total ...	315	24,195	202	13,089	43,455	1,130,614	9,984	224,473	13,868	139,594	67,824	1,531,965

1896-97.

Burdwan	10	2,012	34	2,354	9,024	260,646	1,925	47,311	387	3,876	11,380	316,699
Presidency	83	2,124	12	1,028	5,069	182,817	645	20,743	110	1,180	5,919	207,892
Calcutta	18	4,166	...	...	304	20,449	84	19,823	117	2,857	523	47,295
Rajshahi	13	2,401	36	2,353	3,320	99,410	576	13,614	212	2,586	4,157	120,364
Dacca		3,199	23	1,328	5,287	155,863	3,581	76,808	3,935	37,487	12,838	274,685
Chittagong	8	1,698	11	849	3,509	110,986	1,213	25,816	1,766	30,015	6,507	169,364
Patna	18	3,490	37	2,086	5,276	145,678	1,104	27,231	2,904	27,206	9,339	205,691
Bhagalpur	10	1,401	23	1.528	2,999	78,705	1,043	20,657	1,357	10,949	5,432	113,240
Orissa	35	1,848	24	1,071	4,055	76,830	2,276	30,400	1,291	8,661	7,681	118,810
Do. Tributary Mahals	...	...	...	...	...	...	1,193	16,331	40	341	1,232	16,672
Chota Nagpur ...	44	2,596	...	...	2,267	64,365	363	7,948	88	1,024	2,762	75,933
European schools ...	1	109	...	...	62	6,543	14	1,478	...	...	77	8,130
Total ...	252	25,044	200	13,097	41,172	1,202,292	14,016	308,160	12,207	126,182	67,847	1,674,775

The decline in the number of Government schools from 315 to 252 is due chiefly to the abolition of the guru-training classes attached to middle schools in 1894-95, in all parts of the Province, except the Presidency Division and the Sonthal Parganas. The number of schools under the control of District and Municipal Boards remains much the same as before. The decline in aided schools has taken place in Calcutta and in the Dacca, Chittagong, Patna and Orissa Divisions, the rest of the Province showing an increase.

6. The following table shows the expenditure, both direct and indirect from public and private sources, on institutions of all classes:—

Head of Charges.	1891-92.						1896-97.					
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate	5,66,257	...	78	3,25,323	1,40,296	10,31,954	5,49,574	...	...	3,96,858	1,42,107	10,88,539
Secondary	4,74,258	2,29,941	46,991	19,53,152	8,47,339	35,51,681	5,31,233	2,22,865	25,383	22,70,680	9,87,466	40,37,627
Primary	2,09,769	4,74,302	24,984	15,94,736	5,44,964	28,48,755	2,27,485	5,51,119	63,095	17,66,102	5,91,311	31,99,112
Special	2,35,240	6,339	1,281	60,383	71,629	3,74,932	2,66,984	14,814	1,930	72,667	1,04,486	4,60,881
University	...	...	...	93,744	...	93,744	...	...	...	1,61,430	...	1,61,430
Direction and Inspection.	4,13,420	2,34,863	406	...	3,590	6,52,279	4,20,370	2,73,829	2,398	...	3,733	7,00,330
Scholarships	1,70,893	20,217	11	...	23,359	2,14,480	1,67,698	28,336	989	...	29,970	2,26,993
Buildings and Furniture.	3,77,916	5,204	5,621	214	39,371	4,28,326	4,58,936	5,596	3,308	84,555	1,61,155	7,13,550
Miscellaneous	48,208	80,823	3,041	10,567	13,900	1,56,539	70,804	75,852	5,830	1,09,249	1,18,438	3,80,173
Total ...	24,95,961	10,51,749	82,413	40,38,119	16,84,448	93,52,690	26,93,084	11,72,411	1,02,933	48,61,541	21,38,666	1,09,68,635

The total expenditure from all sources during the quinquennium increased by Rs. 16,15,945, or 17·2 per cent. The expenditure from public sources rose by Rs. 3,38,305, or 9·3 per cent., and that from private sources by Rs. 12,77,640, or 22·3 per cent. To the increase in the expenditure from Provincial Revenues shown above (Rs. 1,98,123), should be added an amount transferred since 1894-95 to certain District Boards at the rate of Rs. 31,000 a year as extra primary grants, and also a further sum of Rs. 30,555 made over when some of the Departmental Sub-Inspectors were transferred to those bodies in 1895-96. This partially also accounts for the increase of expenditure from Local Funds of Rs. 1,20,662. The increase of about 25 per cent. in Municipal expenditure is the result of the Government orders of 1892-93, by which every Mufassal Municipality in the Province was required to make adequate provision for primary education within its limits. The large increase of Rs. 8,23,422 in expenditure from fees is a very satisfactory feature of the progress of the quinquennium.

All the heads of expenditure from Provincial Revenues show an increase, except Collegiate Education and Scholarships, in which the decrease was slight. Under Local Funds, the decrease against Secondary Education is partly due to the greater calls made on the resources of District and Municipal Boards since the middle schools were made over to them in 1887-88; and in Municipalities, a portion of the funds, formerly spent on secondary, has been properly diverted to primary education. The increase of expenditure by Local Bodies on scholarships is due to the creation of special scholarships, chiefly for female medical students and students of technical schools. The establishment of technical schools at head-quarters of some districts also explains the increase against special instruction under those heads.

7. *Re-organization of the Bengal Education Department.*—The Education Department was re-organized in 1896, and is now divided broadly into (*a*) the Superior Service and (*b*) the Subordinate Service. The former consists of two branches—one including all posts to be filled by persons appointed in England: called "The Indian Educational Service," and the other, including all posts to be filled by recruitment in India, which is known as "The Provincial Educational Service."

The Indian Educational Service consists of 27 Officers, including the Director of Public Instruction, Assam, and includes—

5	Inspectors of Schools (one being the Director of Public Instruction, Assam).
5	Principals of Colleges.
13	Professors.
1	Superintendent of the School of Art.
3	Officers to fill vacancies.
Total 27	Officers.

The Provincial Educational Service is composed of the following classes:—

	Rs.	Number of Officers.
Class	I (700)	2
„	II (600)	4
„	III (500)	6
„	IV (400)	8
„	V (300)	12
„	VI (250)	22
„	VII (200)	26
„	VIII (150)	24
	Total	104

These Services were constituted with effect from the 1st August 1896.

8. The following table shows the number of Inspecting Officers of all grades in March 1892 and March 1897:—

Year.	Inspectors.	Inspectress.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Inspecting Pandits and chief Gurus.
1	2	3	4	5	6	7
1892-93 ...	6	1	10(*a*)	46	193(*c*)	921
1896-97 ...	6	1	10(*a*)	48(*b*)	210	479

(*a*) Including 2 Assistant Inspectors of Muhammadan Education.
(*b*) Including 2 Additional Deputy Inspectors and 1 Special Deputy Inspector of Schools.
(*c*) Including 2 Educational Clerks.

The number of Inspectors and Assistant Inspectors of Schools remained unchanged during the five years. The Orissa Division was separated from the Western Circle in 1892-93 and placed in the independent charge of Rai Radha Nath Rai Bahadur, whose designation was changed from Joint-Inspector (classed as Assistant Inspector) to Inspector; but in 1893-94, the Rajshahi and Burdwan Divisions were placed under one Inspector. In 1896-97, however, in the re-organization of the Educational Service, eight Inspectorships were sanctioned for Bengal, but the new scale was not brought into effect until after the close of the quinquennium. The post of the Assistant Inspector of European Schools was abolished in 1893-94; and on the other hand, the Assistant Inspectorships of the Rajshahi and Dacca Divisions, which had long been held in abeyance, were revived. There is now an Assistant Inspector in each Division except Orissa.

In a few districts, the large number of secondary schools has rendered it necessary to provide Additional Deputy Inspectors: this increase, though sanctioned in 1896-97, had only been partly carried out before the close of the quinquennium. The number of Deputy Inspectors thus rose during the last five years from 46 to 48.

The number of Sub-Inspectors shows an increase during the last five years from 193 to 210. The average number of schools under each Sub-Inspector is 251, but in some of the more advanced areas, the average number is much higher – 631 in Cuttack, 597 in Backergunge, 589 in Balasore, and 453 and 402 in Midnapore and Puri respectively.

The decrease from 921 to 479 in the number of persons employed in the inspection of primary schools under the supervision of Sub-Inspectors, is chiefly due to the gradual replacement of chief gurus by inspecting pandits, which commenced in 1892-93. The chief gurus had their own pathsalas to look after, and could not devote sufficient time to inspection work; it was therefore decided to employ whole-time officers in their stead.

9. *District Boards.*—The Lieutenant-Governor is glad to notice that the relations between the District Boards and the Education Department were, on the whole, harmonious. With the accumulated experience of years, and with the Magistrate as Chairman and the Deputy Inspector of Schools as an *ex-officio* member, the District Boards are now becoming efficient factors in the control of middle and primary schools. In some districts Local Boards have been entrusted with the management of primary education, but the Director reports that their administration has generally not been attended with success.

University education.

10. Dr. Martin gives a sketch of the history of the Calcutta University on the Arts side during the past five years. In this he summarizes changes made by the Senate in the rules for the affiliation of Colleges and recognition of schools, and in the standards and conditions of examinations. The number of Arts Colleges rose from 34 in 1891-92 to 38 in 1896-97, when the number was one less than in the previous year. The number of pupils attending them rose from 5,225 to 6,384, or by 22·2 per cent. during the quinquennium. As in 1892, the number of Colleges maintained by Government was 12, and of those aided from public funds, 7. Twenty-four of the Colleges taught the B.A. standard,

against 20 in 1892; the rest did not teach beyond the F.A. standard. Three of the Colleges, including one maintained by Government, were for female scholars.

Cost of education.

11. The total expenditure on Colleges rose from Rs. 7,07,105 to Rs. 7,47,764, or by 5·7 per cent., against an increase of 30 per cent. in the preceding quinquennium: the increase in expenditure was much less in proportion than the increase in the number of pupils, which was 22·2 per cent. The cost to Provincial revenues increased from Rs. 2,92,686 to Rs. 2,96,397 in 1896-97, or by 1·3 per cent. Rupees 96,899 were spent in the Presidency College alone, which is the most expensive institution under Government. The average annual cost to Government of educating a student in this institution was Rs. 172 in 1896-97, against Rs. 223 in 1891-92. No College in Bengal is in receipt of aid from district funds. The Midnapore College is managed by the local Municipality, but cost that body nothing in 1896-97. There was thus, at the end of the quinquennium, no expenditure from Municipal funds on collegiate education.

There was an increase in the expenditure from fees in Colleges from Rs. 2,75,505 to Rs. 3,10,506, or by 12·7 per cent. This part of expenditure was 41·5 per cent. of the total in 1896-97, against 38·9 per cent. in 1891-92. In Government Colleges, the percentage rose from 34·9 to 35·4; in aided Colleges, from 36 to 41; and in unaided Colleges, from 57·7 to 62·4. The average fees paid by each pupil in Government Colleges are more than two-thirds of those paid in aided Colleges, while the average cost of educating each pupil in the former is more than double the average cost in the latter.

The expenditure from subscriptions and other sources is very small in Government Colleges, being less than 3 per cent. of the total. In aided Colleges, which are mostly under Missionary management, it is over 44 per cent. of the total.

Success at University Examinations.

12. The number of students who passed the different University Examinations in Arts from the Colleges in Bengal during the last five years was as follows:—

First Arts 4,850, Bachelor of Arts 1,859, Master of Arts 329. Of the M.A.'s, 192 came from the Government Colleges (162 from the Presidency College alone), 43 from the aided Missionary Colleges, 13 from two unaided Colleges, and 81 were private students. English continues to be the most popular subject for this degree, but 81 persons took the M.A. degree in Science; this is a new and hopeful sign. In the B.A. Examinations also the percentage of students taking the Science course rose from 16 in 1891-92 to 35·4 in 1896-97. The proportion of failures among Arts candidates appears to have been slightly greater than among Science candidates. During the period under review, adequate provision for scientific instruction was made in Government Colleges, and the physical and chemical laboratories were improved and enlarged. The Lieutenant-Governor is glad to learn that some of the Colleges under private management made efforts in the same direction.

13. No Government Colleges were transferred to private management during the quinquennium, because no private individuals could be found who were willing to undertake the responsibility. As regards the extension of Collegiate education, there is no need for further effort on the part of Government, private enterprise having, in this respect, done all that the circumstances required. The only Division in which there is no College at present is Chota Nagpur, and if the zilla schools in that Division continue to gain increased success at the Entrance examination, as they have been doing for some years past, the Lieutenant-Governor would be glad to see a local movement for starting a second-grade College in it.

14. Natives of India, who have graduated either in India or in England, are being extensively employed as higher Inspecting Officers, or as Professors of Colleges, or Head Masters of Training Schools. In the Indian Educational Service, there are three natives of Bengal, and in the Provincial Service there are 96, of whom 63 are Professors. It has been decided that, with the exception of the Presidency, Dacca and Patna Colleges, all the Arts Colleges will be manned, as far as possible, by officers of the Provincial Service.

15. With the exception of the M.A. degree in Oriental Classics, the University does not confer any academic distinction for proficiency in Oriental

learning, and that degree demands a considerable proficiency in Western studies. Tols and *Madrasahs*, though they impart Oriental education of a very high standard, are for this reason not generally classified as Colleges, and the Sanskrit College and Calcutta Madrasah are both treated as English Arts Colleges; but the former is essentially a Brahmanic institution, with special advantages in the shape of reduced fees and scholarships for sons of *bonâ fide* pandits or of poor but respectable Hindu parents, and the latter is a Muhammadan institution of a similar kind. The Oriental sections of both the institutions were numerically stronger in 1897 than in 1892, the Sanskrit College having 70 pupils, against 50, and the Calcutta Madrasah 430, against 425.

Secondary Education.

16. The schools imparting secondary education are divided into three classes—high English, middle English and middle vernacular. With the exception of a few schools for Europeans, which have been given the option of preparing pupils for the high school examination, all high schools teach the Collegiate Entrance standard, and the middle schools teach the middle examination standard with or without the English language as an extra subject; in the latter class of schools, mensuration, physics, and similar subjects are also taught.

17. The number of English secondary schools, high and middle, increased during the quinquennium under review from 1,195 to 1,395, or by 11·7 per cent., and the number of pupils attending them, from 135,934 to 153,298, or by 12·8 per cent. The number of high schools shows an advance from 368 to 393, and their attendance from 77,433 to 83,640; the number of middle schools an increase from 827 to 942, and their attendance from 58,501 to 69,658. The average strength of a school of this class was 115 at the end, against 114 at the beginning of the quinquennium.

A number of unaided schools have been started in large towns, especially in Calcutta, and compete with the Government secondary schools, the attendance in which shows a slight decrease. It may be hoped that this movement will gain in strength, so that Government may be able to gradually retire from the maintenance of secondary schools.

The number of secondary English schools, maintained by Government, was 55, the same as in 1891-92; the number maintained by District or Municipal Boards fell off from 28 to 22, while that of aided schools rose from 770 to 853 and unaided schools from 342 to 405. One of the Government secondary schools—the Kurseong Boarding School—is a hill school for European and Eurasian pupils.

The number of vernacular secondary schools for boys rose from 1,113 with 61,351 pupils to 1,140 with 65,441 pupils, and their average strength rose during the period from 55 to 58. Thirty-seven of these schools were maintained by Government, against 33 in 1892, the increase having taken place in Chota Nagpur and other backward parts of the province to which the grant-in-aid system is not suitable; 149 (against 152) were maintained by District and Municipal Boards during 1896-97, 811 were aided (the same number as in 1892), and 143 (against 117) were unaided.

18. The number of boys in the high and middle stages in secondary schools increased from 26,600 and 44,761 to 27,829 and 45,883, respectively. These represent about one-third of the pupils in secondary schools, and the remaining two-thirds belong to the primary stages. The proportion of boys in high and middle stages to the total number of boys of school-going age rose from 1·3 to 1·4 per cent., and that of those learning English to the number of pupils in English secondary schools, from 84·4 to 85·2. There were also 10,342 pupils in vernacular secondary schools and 1,706 pupils in primary schools, making a grand total of 142,620 for 1896-97 as the number of pupils learning English in secondary and primary schools. Dr. Martin observes as follows:—

"The number of Europeans and Eurasians in primary schools for boys being only 272, it is evident that English is also taught in primary schools for Indian boys. This is especially the case in large towns like Calcutta, in which even the object of primary education would be defeated without a knowledge of the English alphabet and numerals to enable the possessor to decipher trade-marks, and understand calculations on the European system of weights and measures."

19. In middle English schools, instruction in subjects other than the English language is imparted in the vernacular. In high schools, on the other

hand, the reverse is the case; the system of teaching on a vernacular basis, noticed in paragraph 93 of Mr. Nash's Review, met with great opposition, and was practically abandoned in 1895-96 in consequence, to a great extent, of its unpopularity.

20. The number of successful candidates from Bengal at the Entrance Examination of 1892 was 1,695; in 1897 it rose to 2,899. The increase is large but does not necessarily indicate proportionate progress, as much depends upon the greater or less difficulty of the examination in one year as compared with another. This is evident from the tables appended to paragraph 128 of Dr. Martin's Report, which show the general percentage of successful candidates to have stood at 39 in 1892, risen suddenly to 65 in 1893, and fallen again to 42 in 1894.

The number of successful candidates at the middle school examination for Indian pupils rose from 3,280 to 4,598, of whom 2,296 (against 1,498 in 1882) passed with English certificates, and 2,302 (against 1,782) with vernacular certificates. Previous to 1893-94, these examinations were conducted by Inspectors, each with a separate set of questions for his own circle; but since that year, one set of examination papers has been used for all Bengali-speaking districts, though the answer papers are still examined at local centres.

21. As regards the subjects of study in secondary schools, no important change was made during the period under review, except the introduction of drawing, which will be referred to later.

22. The Monghyr Zilla School was transferred by Government to a Joint-Committee during the period under review; but with this exception, it was not found advisable to give further effect to the recommendation of the Education Commission for the withdrawal of Government in favour of private managers.

Primary Education.

23. Chapter VI of the Report deals with primary education which is imparted, both in primary schools proper and in the lower forms of secondary schools. As Dr. Martin remarks, primary education has a double aspect, which has always been recognised in Bengal, first, as the final stage of instruction for the vast majority of the people, and secondly, as the initial stage for a small minority, leading up eventually to the University.

24. At the commencement of the quinquennial period, 22·3 per cent. of the total male population of school-going age (out of a total of 26·3 per cent. at school) were receiving primary instruction; at its close, this percentage rose to 25·2 (out of 28·5 per cent. at school). Of the total number of boys in the primary stages in 1897, only 10·7 per cent. were in the primary departments of secondary schools, and the rest were in primary schools proper. The number of the latter class of schools rose during the five years from 48,589 to 49,650, or by 2·2 per cent., and the attendance in them increased from 1,123,560 to 1,243,803, or by 10·7 per cent., the average strength of each school having increased from 23 to 25, a fact which shows that these schools, generally, stand on a firmer basis than they did five years ago. The growth in the number of pupils depends more or less on agricultural conditions, and is liable to violent fluctuations. There was an actual, but very slight, decrease in 1892-93, and a large increase in 1894-95, which was, no doubt, due to the agricultural prosperity which the country was then enjoying. The results of the last year's operations show, in spite of famine and high prices, a number of boys in primary schools of both classes, not only larger than the number in 1891-92, but also larger than that of 1895-96. The evil of the multiplication of bogus schools, which work for a time only in the hope of getting rewards, and disappear as soon as that object is secured, is one that has always engaged the attention of the Department, which has latterly worked more to consolidate the system already in existence, than to expand it by a mere increase in numbers. In order to weed out useless schools, minimum limits have been set to the grants-in-aid that might be earned by the results of the annual examinations, but with this qualification, payment has been made, as much as possible, according to results; every effort was made to keep down indirect expenditure, such as that on prizes. As the combined effect of these measures and of increased grants from public sources, the average income of a primary school rose from Rs. 58 in 1892 to Rs. 67 in 1897, the annual cost per pupil also showing a slight increase from Rs. 2·6 to Rs. 2·7. At the beginning of 1891-92, 32·5 per cent. of the total direct expenditure on primary schools for native

pupils was given in fixed stipends; at the end of 1896-97, this had been brought down to 29·9 per cent. The different systems under which primary schools for boys are conducted in Bengal, and the modes by which they receive aid, are fully described in paragraphs 162—165 of the Report. Primary schools are maintained under public management only in exceptionally backward tracts. Their number increased during the period under review from 18 to 41. The aided schools constitute about 73·9 per cent of the primary schools of the Province, and contain more than 81·5 per cent. of the pupils attending them. Their number diminished by 7·4 per cent. during the five years, but the attendance rose by over 5 per cent. and the average strength from 24·4 to 27·6.

25. The total expenditure on primary schools for boys increased from Rs. 25,72,095 to Rs. 28,90,289, or by 12·3 per cent. The grants from Provincial Revenues rose from Rs. 1,43,622 to Rs. 1,64,926, or by 14·9 per cent., from District Funds from Rs. 4,47,374 to Rs. 5,11,945, or by 14·5 per cent., and from Municipal Funds from Rs. 16,489 to Rs. 53,468, or by 224·2 per cent. Nearly half the increase in the District Fund expenditure is explained by the transfer to it since 1894-95 of a sum of Rs. 31,000 a year from Provincial Revenues, for expenditure on primary instruction, which is referred to in paragraph 6 of this Resolution; and the increase in Municipal expenditure is due to the orders passed in 1892-93, described in the same paragraph. The increase from Rs. 19,64,610 to Rs. 21,59,950, or by 10 per cent., in the expenditure from fees and other local sources, corresponds nearly with the increase in the number of pupils already noticed. During 1897, the average annual incidence per pupil of the expenditure from fees was Re. ·45 in schools under public management and Rs. 1·53 in aided schools, against Re. ·62 and Rs. 1·54, respectively, in 1892, the decrease being probably due to the agricultural distress of the year. Dr. Martin remarks as follows in regard to fee receipts in primary schools:—

"The Department interferes but little, either in fixing the rates, or regulating the percentage of free students to be kept in primary schools. In many rural schools, the teacher is paid more in kind, in the shape of *sidas* of rice, pulses and vegetables, than in cash. There are also customary presents on Saturdays, or on the occasion of a festival. These earnings of the *guru* are not always accurately entered in the returns."

26. The superior claims of primary education upon public effort and public funds are not lost sight of, and whenever the state of Provincial funds admits of any extra grant being made for education, the greater portion of it is devoted to primary schools. No falling-off in the income of District Boards has been held to be a sufficient ground for retrenching allotments for primary education, and the recognition of its prior claims has been made incumbent on Municipalities, by the orders of 1892-93 already quoted. These statements are fully borne out by the tables given by Dr. Martin in paragraphs 171 and 173 of the Report, in which he shows that, of the increase in the total direct expenditure on education during the last five years, by far the largest share has gone towards primary education. The Lieutenant-Governor, however, like his predecessors, is painfully conscious of the inadequacy of the present expenditure under this head, and trusts that it will be found possible, when the finances improve, to devote more money to it.

27. The increase in the number of passes at the Upper and Lower Primary Scholarship Examinations from 2,491 to 3,826 in the case of the former, and from 18,630 to 26,987 in the case of the latter, is another satisfactory sign of progress. An important step towards uniformity in results was taken in 1893-94, when it was arranged that a common examination should be held of all the candidates for lower primary scholarships and pass certificates in each Inspector's circle, instead of a separate examination for each district. The upper primary course has undergone no change since Mr. Nash wrote his review, but important changes have been made during recent years in the lower course. A new text-book in literature has been prescribed, which embodies lessons on the elements of agriculture and geography, in accordance with the suggestion made by an Agricultural Conference held in Calcutta, and approved by Government. Changes of a minor character also have lately been sanctioned with a view to simplicity. Only two text-books have now to be read in the lower primary stage—the Reader and the Sanitary Primer, which cost not more than 4 annas and cover about 120 pages in all; other subjects are taught orally.

Special measures for aboriginal and backward races.

28. Dr. Martin points out that the statistical returns at present collected do not give an exact idea of the state of education among all the backward races of the Province. Pupils are classified by religion only, and thus all Hindus are grouped together and all Muhammadans, though there are races or tribes among them who are as backward educationally as the forest tribes, whose religion is described as "Animistic." The forest tribes are chiefly to be found in the Chota Nagpur and Bhagalpur Divisions, the Orissa Tributary Mahals, the South Lushai Hills and the hilly parts of the Birbhum, Bankura and Mymensingh districts. In all these places, special efforts have been made to encourage the spread of primary education, and the Department has been materially assisted by extensive Missionary organisations. A Special Deputy Inspector was appointed during the period under review for the inspection of Sonthal schools, and the inspecting pandits, who supervise the primary schools intended for aboriginal tribes, are as far as possible recruited among aborigines. There are three high schools,—one maintained by Government, one aided, and one unaided,—which are maintained chiefly for aboriginal pupils; and scholarships have been set apart in some of the districts for their benefit. But some forest tribes still have a strong dislike for education; the Bhuinya tribes of the Keonjhar State recently burnt the school-houses, and they are said to regard police and education as equal forms of oppression.

The number of aboriginal pupils rose during the quinquennium from 29,663 to 37,870 in 1896-97. In 1895-96, it was 38,971; but the scarcity affected the attendance during the last year to some extent. Of the number returned in 1896-97, 22 were in the collegiate stage, against 7 in 1891-92; 400 were in high schools, against 223; and 919 in middle schools, against 911. The pupils in girls' schools have increased from 1,428 to 2,340; Christians from 4,005 to 6,567, and non-Christians from 25,658 to 31,303. There were no non-Christians in Colleges in 1891-92; in 1896-97, there were 15 pupils of this class receiving collegiate education. Six pupils of aboriginal descent passed the last Entrance examination, against two in 1891-92; in the primary examinations also there has been progress, 59 and 627, respectively, having passed the last upper and lower examinations, against 51 and 313 in 1892; but the results of the Middle Scholarship examinations show a falling off from 33 to 13 passes, chiefly on account of the raising of the German Mission School at Ranchi from the Middle English to the High English status.

Night Schools.

29. One thousand five hundred and eighty-seven night schools, nearly all of which teach the primary course, were returned for 1896-97, as working for day-labourers, who attended them after the day's work was over. When situated in towns and large villages, they are said to work fairly well, but there are grave doubts as to the trustworthiness of the school registers in most of them, so that it is difficult to say how many of the pupils are *bonâ fide* day-labourers and how many are day-scholars of neighbouring schools, whose names are placed on the rolls for the purpose of securing larger grants. Great caution is necessary in the supervision of these schools.

School Post Offices.

30. The system of placing rural post offices under school-masters, with an extra remuneration varying from Re. 1 to Rs. 10 a month, dates as far back as 1884, and in 1893, there were 432 post offices in charge of village school-masters. In that year, the Postmaster-General desired to further extend the system, and asked for the co-operation of the Education Department, which was readily offered. The effect has been a large increase in the number of school post offices, the number returned for 1896-97 being 697, against 596 in the preceding year. The Lieutenant-Governor is glad to learn that the relations between the two Departments have been harmonious.

Training schools.

31. In 1896-97, arrangements were, for the first time, made for the training of English teachers for secondary schools; there had previously been provision for the training of vernacular teachers only. English classes were opened in connection with the training schools at Calcutta, Hooghly, Dacca, Patna, and Cuttack, the instructing staffs of each of these institutions being strengthened by the appointment of an additional teacher, and extra stipends being created for the pupil-teachers. There are, as yet, no training schools of the collegiate

class in the Province. Three grades of teacher's certificates in English have been arranged for, but classes for the first two standards only have as yet been opened.

The first examination for English certificates for Masters was held in April 1897. The results were disappointing. Altogether, 72 candidates (including 5 private candidates) were examined, of whom only 6 passed, 1 in the first grade, a B.A. private student, and 5 in the second.

32. No training schools for mistresses are maintained by Government, but there are some schools of this class kept up by the different Missionary Societies, to supply teachers to their own female schools which receive aid from Provincial Revenues. Since 1894-95, examinations have been held for the award of female teacher's certificates. Girls who pass in the art and theory of teaching, including class management, are awarded junior teacher's certificates if they pass in Standard VII, and senior certificates if they pass in Standard VIII of the special standards prescribed for Calcutta and its neighbourhood.

33. The following table shows the number of vernacular training schools for Masters on the 31st March 1892 and on the same date of 1897, and the number of students in them :—

Year.	Maintained by Government.		Aided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
1891-92 ...	15	658	6	229	21	887
1896-97 ...	13	574	7	291	20	865

The school of this class at Puri was abolished in 1895-96.

34. The following table gives statistics of expenditure on Training Schools :—

Expenditure on Training Schools for Masters.

Year.	From Provincial Revenues.		From District and Municipal funds.	From other sources.	Total.
	In schools under public management.	In aided schools.			
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
1891-92	67,485	4,717	873	10,922	83,997
1896-97	79,634	5,399	487	17,342	1,02,862

Expenditure on Training Schools for Mistresses.

	Rs.		Rs.	Rs.	Rs.
1891-92	.....	4,440	.....	20,712	25,152
1896-97	.....	8,332	.....	29,941	38,273

The cost of the schools under public management remained practically stationary up to 1895-96, when it amounted to Rs. 67,668, but was raised to Rs. 79,634 in 1896-97, by the opening of the English classes. The increased expenditure from public and private sources in aided training schools for mistresses, is due to an increase in the number of these institutions, and to the liberal grants-in-aid paid to the Missionary Schools in Calcutta. The total expenditure in the Calcutta schools alone was Rs. 24,226, of which Rs. 5,462 was paid from Provincial revenues. The average cost per pupil in Government schools rose from Rs. 106 in 1892 to Rs. 137 in 1897, owing chiefly to the cost of the English classes.

35. The guru-training classes were first opened in 1885-86 to train teachers for lower primary schools. The Head Masters of certain selected middle schools were authorized to open classes for the instruction of gurus of neighbouring patshalas in the subjects of the upper primary examination, and to give them an elementary knowledge of school method. These classes went on increasing till 1892-93, when they began to decline. In 1893-94, orders were issued to close them, and this has been done since the end of the year 1896-97.

Technical Education.

36. In the Chapter headed "Technical Education," the Director deals first with institutions for teaching Law and Medicine, secondly, with preparatory technical education which has no connection with any particular industry or profession, and thirdly, with technical education proper.

Law classes.

37. During the quinquennium under review, the number of Law Colleges or Colleges to which a Law class is attached, rose from 12 to 16, one of the new Colleges being a Government institution. The number of students reading for the degree rose from 563 to 658. The Law classes in Government Colleges cost nothing to Government, the Professors being paid out of the fee receipts. The total number of candidates admitted to the Bachelor of Law degree, during the last five years, was 662. The Director remarks that little real teaching is done in the Law classes, and that students only join them to obtain certificates of attendance, without which they cannot be admitted to the examinations.

Medical schools.

38. The Government Medical College at Calcutta, and four Government Medical schools, in the different parts of the Province, are maintained by Government for the training of Civil Hospital Assistants, Apothecaries, Military pupils, Midwives and Nurses. Six unaided schools are returned in 1897, against 5 in 1892; four of these teach Homœopathy or Electro-Homœopathy.

39. The Calcutta Medical College is the only institution in the Province which is affiliated to the University in Medicine. The rule rendering the B. A. degree a necessary qualification for admission to the degree of Doctor in Medicine, has been rescinded by the University. In 1894-95, an annual test examination was established in the Medical College, with a view to weeding out students who had no aptitude for medical study, and no hope of success in the final examinations. This measure has brought about excellent results. The numbers in the College rose from 255 to 468 during the quinquennial period. At the University examinations during the period, 88 students of the College obtained final licenses, and 16 the degree of Bachelor in Medicine and Surgery, including four who also obtained honours in Medicine. One Licentiate and one Bachelor of Medicine were women. Only one student was admitted to the degree of Doctor. Besides these, 83 military pupils, 8 female practitioners, 81 midwives and 53 native *dhais* obtained certificates of proficiency from the College.

40. Important changes were made in the medical schools under orders passed in 1894-95. Lying-in and Surgical Wards were constructed, Libraries and Museums were enlarged, an elementary knowledge of English was required before admission, the numbers of students were restricted to a fixed maximum, separate female classes and scholarships were sanctioned, and the period of study was extended from three to four years. The Government Medical Schools issued, during the period under review, 789 final diplomas (including 35 secured by female students), and 362 certificates to compounders.

II.—Preparatory Technical Education.

41. Preparatory Technical Education is imparted in primary, secondary and training schools. Drawing is a compulsory subject in the first-grade training-schools: 371 students passed from these schools during the last five years, of whom 62 were awarded special certificates as qualified to be teachers of drawing in high schools. Drawing masters are now largely employed in High schools, and it was decided in 1894-95 that, in the award of junior scholarships for 1897 and subsequent years, credit should be given for marks obtained in drawing. This step at once popularized the study of drawing, and the number of passes in this subject from schools under public management alone rose from 4 in 1892 and 25 in 1896 to 217 in 1897. There were, besides, 293 pupils from schools under private management, who passed in this subject at the last Matriculation Examination. The other subjects of a technical character

taught in the high schools, are physical geography and elementary physics. In middle and primary schools, drawing cannot be introduced for some time to come, for want of qualified teachers. Agriculture and physics are, however, prescribed for the upper primary examination, together with mensuration and native accounts; sanitation is compulsory in both primary standards.

III.—Technical Education proper.

42. The Sibpur Engineering College was maintained in a high state of efficiency during the period under review. Mining, Engineering and Electric Engineering Departments have been added to it, as well as a Photography class, and the Workshops at Sibpur, which were given up by the Public Works Department in 1893-94, have been placed under the exclusive charge of the Principal for the practical training of the pupils. An Agricultural class also will shortly be attached to it, in accordance with the recommendations of the Agricultural Conference, which have been approved by the Secretary of State. A Veterinary School has been established by Government at Belgatchia, near Calcutta. It is not controlled by the Education Department, nor is it included in its returns. Industrial schools have been started in various parts of the Province, chiefly under the auspices of District Boards and of private gentlemen, and they have been, for the most part, affiliated to the Sibpur College. The schools are subject to periodical inspection by the Principal of the College, and are entitled to obtain machinery from the Sibpur Workshop at cost price.

43. The Sibpur College is the only institution in the Province which is affiliated to the University in Engineering. The University reduced its Engineering course by one year in 1892-93 in favour of B. A.'s in Science, so that they are admitted direct to the second-year class. On the results of the pass examination in Engineering, the University grants a license to candidates who possess Entrance certificates, and Bachelor's degree to candidates who possess First Arts or higher certificates. But the demand for admission to the Sibpur College has been so great, that it has been found necessary from time time to raise the general qualifications for admission; to the Engineering Department, no pupil is now admitted who has not passed the First Arts Examination, and to the Apprentice Department no one is admitted who has not passed the Entrance Examination, or the Standard VII Examination of the European Code. The number of pupils attending all the classes of the College taken together, increased during the five years from 244 to 310. The Engineering Department, during this period, passed 12 students at the final License Examination, and 22 at the examination for the B. E. degree. Regarding the continued failures of the students, the Principal observes:—"It is no uncommon occurrence to find in a paper of, say, ten questions, one or two questions which would take up the full time of the candidate to answer thoroughly." The Director of Public Instruction should represent this matter to the University authorities. The outturn of the Apprentice Department has not been definitely stated, but Dr. Martin estimates that over 100 Overseers' certificates were issued by the College during the period under review.

44. The three Government schools for Surveyors at Dacca, Patna, and Cuttack continued to work satisfactorily, the attendance improving from 417 in 1892 to 591 in 1897. Orders were issued in 1894-95 raising the rates of fees and requiring some knowledge of English of candidates for admission, while manual work has been added to the course. The Patna Survey School was last year amalgamated with the Bihar Industrial School, forming the Bihar School of Engineering, which is now, after the Sibpur College, the most important technical school in the Province. The number of Surveyors who passed from these schools during the last five years is 685. There were, besides, 16 Overseers and 47 Amins, who passed from the Patna School in 1897.

45. The Government School of Art is not affiliated to the University, but certificates of proficiency are issued by the Superintendent. The course of study was entirely revised, and the School practically re-organized in 1896-97. Its increased popularity is evident from the fact that, in spite of its removal in 1892-93 from the centre of the native quarter to new buildings in Chowringhee, the number of pupils attending the institution has risen during the period under report from 181 to 261. Passed students of this School readily find employment as drawing masters in High Schools, and as lithographers, draftsmen and photographers both in Government offices and in private employ. The collections in the attached Art Gallery are being re-arranged historically.

46. Of the "other" schools shown under the head of "Technical Education," the most important is the Deaf and Dumb School at Calcutta, which was

started in 1893 and is being conducted on scientific principles with the aid of grants from both Government and the Municipality.

Female Education.

47. The main statistics of female education, *i.e.*, the attendance and expenditure in schools for native girls, are shown in the following table:—

Class of Schools.	Number of schools.	Number on the rolls on the 31st March 1897.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	2	268	240	191	25,661	...	...	3,150	506	29,317
Do. by District or Municipal Boards	3	135	126	75	...	...	979	24	...	1,003
Aided by Government or by District or Municipal Boards ...	2,710	56,611	52,575	39,910	67,546	39,174	10,237	26,146	1,67,769	3,10,872
Unaided	503	8,199	7,477	5,929	...	...	...	1,902	12,314	14,216
Total for 1896-97 ...	3,218	65,213	60,418	46,105	93,207	39,174	11,216	31,222	1,80,589	3,55,408
					1,43,597			2,11,811		
Total for 1895-96 ...	3,356	65,974	61,444	46,450	90,511	41,464	11,825	33,602	1,97,860	3,75,402
					1,43,940			2,31,462		
Total for 1894-95 ...	3,216	64,567	59,603	45,098	1,46,682			2,58,796		4,05,478
Total for 1893-94 ...	2,999	61,034	56,047	41,748	1,39,786			2,46,703		3,86,489
Total for 1892-93 ...	2,821	56,579	51,899	39,638	1,35,708			2,16,027		3,51,735
Total for 1891-92 ...	2,706	54,199	49,207	37,608	1,31,093			2,23,976		3,55,069

Since 1891-92, there has been a slow but steady increase in the number of girls in public institutions. The increase has been shared by all the Divisions except Chittagong, where there has been a decline, attributed to a reduction in the rate of rewards for attendance. The number of girls receiving instruction in the upper primary stage shows a decrease. The statement below shows the progress of education among Indian girls between the years 1891-92 and 1896-97:—

Year.		High.	Middle.	Upper Primary.	Lower Primary. Reading printed books.	Lower Primary. Not reading printed books.	Total.
1		2	3	4	5	6	7
1891-92	Number ...	95	228	1,587	46,874	36,402	85,186
	Per cent. ...	·1	·3	1·9	55·0	42·7	.....
1896-97	Number ...	141	329	1,267	59,991	39,942	101,670
	Per cent. ...	·1	·3	1·2	59·0	39·3	.. ...

The Director remarks that the absence of an adequate supply of female teachers and the social objection to the employment of women on remunerative work, seem to be more potent obstacles to the advancement of female education than the system of early marriages or the seclusion of females from public gaze, which would not generally interfere with the education of a girl up to the primary standard.

Education of Europeans.

48. The success of an experiment which was tried in five European schools of making the grants-in-aid independent of examination results, led to an alteration in the grant-in-aid rules in 1893. Grants under the new system are paid annually in advance, and are calculated on the average attendance of the previous year; the result of the change has been to increase the aggregate grants-in-aid by about 6·3 per cent. It has, at the same time, enabled the Inspector of Schools to devote more time to improving the mode of teaching. A Committee was subsequently appointed to revise the Code, and their conclusions were generally accepted by

Government in 1895. The new Code was introduced in July 1896. Its main features are the discontinuance of grants to schools conducted for private profit, a provision for high scholarships, and a new set of transfer rules.

49. During the quinquennium, the Kindergarten system was tried in the Welland Memorial School in Calcutta, which is an aided school for European and Eurasian boys and girls. During 1896, a Kindergarten teacher was brought out from England, at Government expense, at a cost of Rs. 848. The system is reported to be working satisfactorily.

50. Excluding private institutions, the number of Eurasian and domiciled European pupils at school rose during the last five years from 6,921 to 7,818. Of the pupils in 1896-97, 5 *per mille* belonged to the Collegiate stage, 35 to the high stage, 224 to the middle stage, 240 to the upper primary stage and 496 to the lower primary stage; the corresponding figures for all classes being 4, 18, 30, 53, and 895, respectively, in Bengal, so that European and Eurasian pupils, as a body, are in higher stages of instruction than the rest of the community. There are no separate institutions for imparting special instruction to Europeans; though some of the Arts Colleges on the returns are mainly intended for European students, native pupils are not, as a rule, excluded from them. The number of secondary schools for Europeans was 52, the same as in 1892; that of primary schools rose from 16 to 24 in the quinquennium. Only one school—the Kurseong Middle School—is under the management of Government; 62 are aided and 13 unaided, against 57 and 10, respectively, in 1892.

51. The results of the examinations show a very satisfactory advance, the number of passes having more than doubled in each case during the period under review. The capital of the Bruce Institution, rose from Rs. 6,71,500 in 1892 to Rs. 10,46,200 in 1897 by the addition of a new bequest. A grant of Rs. 6 per annum for every efficient cadet who was also a *bonâ fide* pupil in a school for Europeans was awarded for the first time in 1893, in which year it was paid on 814 cadets. The number rose to 904 in 1896, besides 70 in the Doveton College, to which no grants of any kind are now paid. These grants are generally spent in the purchase of appliances for out-door amusements, and in defraying expenses in connection with class-firing.

52. The direct Government expenditure on primary and secondary schools for Europeans and Eurasians has risen from Rs. 1,40,851 in 1891-92 to Rs. 1,50,016 in 1896-97, while the total Government expenditure on European education has risen from Rs. 1,78,923 to Rs. 2,27,579. The total expenditure on the education of Europeans and Eurasians from all sources rose from Rs. 8,03,104 in 1891-92 to Rs. 11,07,333 in 1896-97. The total amount spent during 1895-96 for the purpose amounted to Rs. 11,95,423, out of which Government contributed Rs. 1,97,152.

53. The most important events during the quinquennium, in connection with European education, were the substitution of the new grant-in-aid rules, the revision of the Code in which that change was embodied, and proposals for alteration in the conditions of examination for admission into different departments of the public service which are still under consideration.

Muhammadan education.

54. The following table shows the number of Muhammadan puplis in public and private institutions in 1891-92 and in 1896-97, and the percentage of this number to the total number of scholars, as well as the percentage of Muhammadans to the total population at the census of 1891:—

Year.	Percentage of Muhammadans to total population (census of 1891).	Public Institutions.		Private Institutions.		All Institutions.	
		Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.	Muhammadan pupils.	Percentage to total pupils.
1	2	3	4	5	6	7	8
1891-92 ...	32·9	355,207	25·5	93,640	67·1	448,847	25·6
1896-97 ...		397,554	25·7	79,465	62·9	477,019	28·4

The total number of Muhammadan pupils in the Province increased from 448,847 to 477,019, and their proportion to all pupils increased from 25·6 to 28·4 per cent. The proportion of Muhammadan pupils to the total Muhammadan population of a school-going age rose from 12·8 to 13·6 per cent. The increase has taken place everywhere, except in Chittagong and Calcutta.

The number of Muhammadan pupils has increased in all classes of institutions,—in Arts Colleges by 20·7 per cent., in Professional Colleges a little more than cent. per cent., in secondary schools by 13·7, and in primary schools by 11·8 per cent. The percentage of Muhammadans in the population is close upon 33, and though the total percentage of Muhammadan pupils approaches this figure, yet it falls off considerably in the higher branches of education; in collegiate education their backwardness is lamentable. The increase of nearly 4,000 Muhammadan pupils in secondary schools, indicates some advance, but still the proportion is much lower than in the case of the Hindus. It is only in the lower primary schools that the proportion of Muhammadans in any degree approaches to what might fairly be expected.

55. At all the examinations, except those for the B.A. and M.A. degrees, Muhammadan candidates acquitted themselves better in 1896-97 than in 1891-92. The number of successful Muhammadan candidates at the Entrance and First Arts Examinations increased both absolutely and relatively to pupils of other persuasions. At the Entrance Examination, their number was more than doubled, and the proportion of them to all successful candidates increased from 5·01 to 8·31, or by 3·3. At the First Arts Examination, the number rose from 47 to 52, or from 4·6 to 5·1. The number of passes at the B. A. and M.A. examinations remained stationary, but the percentage declined from 5·1 to 3·6 in the former and from 2·1 to 1·2 in the latter. At the B.L. examination, the number of successful Muhammadan candidates advanced from 4 to 14, but the percentage declined from 8·3 to 6·8. At the Medical examinations, out of 237 successful candidates in 1896-97, only one was a Muhammadan, and out of 135 passed candidates, only 1 was successful in 1891-92. No Muhammadan passed at any of the Engineering examinations in either year. Besides the above, the Medical schools passed 16 and the Survey schools 15 Muhammadan candidates in 1896-97.

Education of Native Chiefs and Noblemen.

56. There are no organized schools in Bengal specially intended for the education of Native Chiefs and Noblemen, except the Nawab's Madrasah at Murshidabad, which is attended by the grandsons and relatives of the late Nawab Nazim of Bengal. Though called a Madrasah, it is, in fact, a high school; but no pupil has yet passed the Entrance Examination from it. It had 60 pupils at the close of 1896-97. The total expenditure, which is met from Provincial Revenues exclusively in 1896-97, amounted to Rs. 11,873, against Rs. 15,219 in 1891-92. The Native Chiefs of the Orissa Tributary Mahals, when they are minors, are educated at the Ravenshaw College, Cuttack.

Private institutions.

57. There are a number of private institutions for education scattered throughout the Province, which do not follow the ordinary departmental standards of instruction, and submit to no public test, but adhere to indigenous modes of teaching. They include elementary schools for reading and writing, Sanskrit *tols*, *maktabs* for teaching the Koran or Arabian and Persian, as well as *kyaungs* or Buddhist monastic schools in the Chittagong Division. The number of these schools and that of pupils attending them from the years 1891-92 to 1896-97, are shown approximately in the following table :—

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
1	2	3	4	5	6	7
Schools	13,863	13,473	13,602	13,941	13,744	12,207
Pupils	139,594	134,989	135,530	140,360	139,192	126,182

There was a decrease both in the number of schools and in that of pupils from 13,744 and 139,192 in 1895-96 to 12,207 and 126,182 in 1896-97,

respectively. The number of these institutions in 1891-92 was 13,868, and that of the pupils 139,594. The apparent falling off may, to some extent, be attributed to the absorption of a number of the elementary private institutions into the departmental system, under the head of primary schools, but is chiefly due to the discontinuance or reduction of the registration fees paid to them in past years for furnishing annual returns.

Sanskrit.

58. The number of Sanskrit tols increased by 69 during the past quinquennium, but the number of pupils diminished by 490. The measures sanctioned by Government in March 1892, for the better control of these tols, came into operation from 1892-93. In February 1893, rules were issued by Government for the award of stipends to pupils and teachers. Two separate examinations, each with a common set of questions, were established; they were conducted by a number of recognized institutions all over the Province, under the general supervision of the Principal of the Sanskrit College, and the standards were so prescribed as to lead up eventually to the Sanskrit Title Examination. The new examinations were first held in 1892-93, when 268 pupils passed by the lower, and 113 by the higher, standard. The number went on increasing to 350 and 129, respectively, in 1893-94, 408 and 196 in 1894-95, 412 and 207 in 1895-96; but there was a slight falling off in 1896-97, when 411 passed in the first examination and 187 in the second. The results of the Sanskrit Title Examination for the last six years are shown below :—

46 passed in 1892.	35 passed in 1895.
31 „ in 1893.	37 „ in 1896.
40 „ in 1894.	61 „ in 1897.

Physical training, discipline and moral training.

59. One very satisfactory feature of educational progress in recent years has been the rapidly increasing popularity of athletics. There is a positive enthusiasm for football among the younger generation of Bengalis. Many schools and colleges play regular Saturday afternoon matches during the football season; and competitions for challenge shields excite keen rivalry.

The absence of a suitable play-ground in the heart of Calcutta, which was long an obstacle to the pursuit of manly games in the Metropolis, was removed by the opening for the purpose of Marcus Square in 1895-96, a large space in the northern quarter of the city, Government contributing Rs. 50,000 to the cost of the work.

60. The Lieutenant-Governor is glad to notice that the reports of the conduct of students in Government Colleges and Schools during the past year are favourable. The interests of discipline are carefully attended to, and there was no recurrence of the bad conduct which was commented on in the Resolution on last year's Report.

Boarding-houses.

61. The importance of boarding-houses, as a means for the enforcement of discipline and an instrument of education, has been steadily kept in view, and great improvements have been effected during the past quinquennium. Steps were taken in 1894-95 to provide all non-resident pupils in Government Colleges in Calcutta with suitable boarding accommodation under proper supervision. The Eden Hindu Hostel, which had been for many years under a Committee of native gentlemen, was taken over by Government and enlarged at a cost of over a lakh and thirty-five thousand rupees in 1895-96. It has since been made compulsory, for such students of the Presidency College and the attached schools as do not live with their *bonâ fide* guardians, to live in the hostel. There were, in September 1897, 235 inmates in the hostel, of whom 209 were students of Government institutions and 26 of Colleges under private management. A new hostel attached to the Calcutta Madrassa, called the Elliott Madrasah Hostel, was constructed at a cost of Rs. 1,05,343 and completed in October 1896. It has not yet been regularly opened for the occupation of students, because adequate contributions towards the cost of its construction have not been made by the Muhammadan community. The Lieutenant-Governor trusts that the Muhammadan community will show their practical interest in the education of their co-religionists, by making good the deficit.

Educational Conferences.

62. Various Committees and Conferences on matters connected with education have been held from time to time during the quinquennium; of which the most important were the Committee appointed in 1894 to report on the vernacular medical schools; the Committee appointed by the Government of India to revise the Code for European Schools which sat in 1895; the Agricultural Conference of 1896, which (among other matters) discussed and formulated proposals for agricultural instruction, and a Committee which sat in 1897 and devised a scheme for the holding of a common examination for admission to the various departments of the public service. The recommendations of the two bodies last named are still under the consideration of Government.

The Central Text-Book Committee.

63. The Central Text-Book Committee now consists of 22 members, of whom 13 are unconnected with the Education Department. The Hon'ble Mr. Justice Guru Das Banerji is the President, and the Inspector of Schools, Presidency Circle, is *ex-officio* Secretary. The revision of the list of approved books, with the object of omitting works which have become obsolete, or which have been superseded by later works, was undertaken by the Committee in 1891. The task was a heavy one, but it has now been completed, and a revised list is about to issue. Of the 698 books in the old list, 354 have been excluded. During the past quinquennium, the Committee dealt with 1,251 new books, of which 563 were approved, either as text-books or for prizes and libraries. The services rendered by this Committee have been invaluable and they have been frequently and publicly recognized by Government. The Branch Committee at Bankipore, which consists of 35 members, deals with Hindi and Urdu text-books, and that of Orissa, with Urya text-books. It is composed of sixteen members, of whom five belong to the Education Department.

Conclusion.

75. The thanks of Government are due to Dr. C. A. Martin for the excellent Report submitted by him as well as for his careful administration of the Department during a year of exceptional difficulty, and to the Principals, Professors, Inspectors, Assistant Inspectors and other Officers specially mentioned in the Report. Though much still remains to be done, the review of the five years is, on the whole, one of steady and satisfactory progress, which is very creditable to the Department.

By order of the Lieutenant-Governor of Bengal,

M. FINUCANE,

Secretary to the Government of Bengal.

No. 3846.

COPY forwarded to the Director of Public Instruction, Bengal, for information and guidance. His special attention is invited to paragraphs 26, 29, and 43 of the Resolution.

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By order of the Lieutenant-Governor of Bengal,

E. M. KONSTAM,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 22nd December 1897.

E. J. H. & S. M.W.—Reg. No. 5537C—1,327—22 12.97.

REVIEW

OF

EDUCATION IN BENGAL

(1897-98 TO 1901-1902).

SECOND QUINQUENNIAL REPORT

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1897-98 TO 1901-02.

CHAPTER I—INTRODUCTORY.

THE present Review has been written in accordance with the instructions received from the Government of India. It is based on the lines of Mr. Cotton's Third Quinquennial Review. Its object is to show, by means of an analysis of the statistics, the nature and extent of the progress of education in the Province during the period beginning on 1st April, 1897, and ending on 31st March 1902. It also gives such additional information about the operations of the last year as are deemed of special interest.

2. The Tables referred to in the several chapters of this Review have all been appended to it, and each chapter has been separately paragraphed.

CHAPTER II.—GENERAL SUMMARY.

General Statistics of Institutions and Pupils.

GENERAL SUMMARY.

In the present quinquennial report many matters are dealt with which would not ordinarily appear in the short and condensed Annual Report which is now published under the orders of Government. Many subjects are included in order to bring the present report into conformity with the plan adopted in the two previous Quinquennial Reports on Education for the whole of India. For such reports very numerous Tables of statistics are prescribed. These are all printed as appendices and only the briefest possible references to these Tables in the body of this Report, so that it may be seen where the information referred to may be found. It is, however, inevitable that this will cause the present Report to read in a rather disjointed and disconnected manner.

2. The Table annexed as Appendix I which is compiled from General Table III, gives the number of schools and colleges in Bengal and the number of pupils in them at the end of each year from 1896-97 to 1901-02. It appears from this Table that the total number of institutions of all classes has decreased by 6,055, or 9 per cent., and the total number of pupils by 7,114 or 0·4 per cent., during the quinquennium. The decrease is noticeable mainly in Primary schools, which fell from 52,854 with 1,307,867 pupils in 1896-97 to 48,586 with 1,270,081 pupils in 1901-1902. The loss of 4,268 Primary schools, having an average attendance of 8 pupils for each, indicates that all schools which have been eliminated were very weak ones, and that the operations of the quinquennium were directed mainly towards consolidation rather than expansion of this class of institutions.

3. Public institutions show a decrease of 3,846 or 7 per cent. in number, and of 571 or 0·03 per cent. in attendance. In each of the first two classes of these institutions included in the Table, there has been an increase both in the number of institutions and in the attendance. In Secondary schools for boys and girls taken together, there has been a small decrease in number, but a large increase in attendance. Training schools show a gain of three schools, but a loss of 28 pupils. It is satisfactory to note that in "other Special schools" there has been a marked increase both in number and attendance. This is due to the recent inclusion of *tols* which have adopted the departmental standard in the list of Public Institutions.

4. Advanced Private institutions for males show a loss of 680 schools and 4,987 pupils, or 15·7 per cent. The Elementary schools decreased by 1,529, or 16·5 per cent. The pupils in these schools also fell off by 1,556, or by 1·6 per cent. As the statistics of Private institutions are not submitted with proper care, the information about these schools is generally incomplete, and hence is of little value for the purposes of comparison.

5. The Table numbered as Appendix II, also compiled from General Table I, gives the proportion of all institutions, Public and Private, for both males and females to every hundred towns and villages in the Province for each of the six years 1896-97 to 1901-1902. The figures show that, practically, no progress has been made in this direction during the last five years.

6. The Table given as Appendix III shows the average number of pupils in each Public institution during the quinquennium under notice. Comparing the last year with the first, it will be seen that the numerical strength has improved in all classes of Public institutions except Special schools, in which the average number of pupils fell from 42 to 26, or by 38 per cent.

7. The following Table numbered Appendix IV shows the number of pupils, male and female, in all institutions for the years 1891-92 and 1896-97 to 1901-02, together with the proportion borne by that number to the total number of children of school-going age, the latter being, as usual, taken to be 15 per cent. of the total population.

8. It will be seen from this Table that the percentage rose from 14·0 in 1891-92 to 15·4, the highest limit, in 1899-1900, and then fell to 14·2 in the

following year to slightly rise again in 1901-02. The variations in the percentage of male and of female pupils, viewed separately, are comparatively small, but they point to a state of things which is by no means encouraging, especially in connection with female education.

9. The Table numbered Appendix V shows the number of institutions and pupils for the six years from 1896-97 to 1901-02, distributed under the principal classes of institutions. The figures for each class of institution will be explained in the chapter specially devoted to it.

10. The Table headed Appendix VI gives the percentages of increase or decrease in each class of Public institution during the two quinquennial periods. The necessary explanation of the figures will be given in the chapters dealing with the various classes of institutions.

Pupils according to Stages of Instruction.

11. The Table numbered Appendix VII, which is compiled from General Tables III and V, shows the number of Pupils, male and female, in Public institutions, classified according to stages of instruction, for each of the six years 1896-97 to 1901-02, together with the corresponding percentages. The number of pupils in Professional colleges and Special schools has, for obvious reasons, been omitted from this statement.

12. Comparing the figures for 1901-02 with those for 1896-97, it will be seen that the numbers of male pupils show an increase in every case except at the two lowest stages, the second of which includes boys not reading printed books and in which the largest decrease has taken place. The percentages show that the rate of increase has been greatest in the Upper Primary stage, which now contains 6·63 per cent. of the total, instead of 5·5. The increase in the high stage is also a satisfactory result, the percentage having gradually risen from 1·9 in 1896-97 to 2·45 in 1901-02. The rate of increase in the other stages (the last excepted) shows that the variations in the different years are not of much importance. The percentage in the upper section of the Lower Primary stage has remained practically unchanged.

13. The number of female pupils increased in the collegiate and the high stage of instruction and also in the higher subdivision of the Lower Primary stage, both absolutely and relatively to the total in each case; but in the other stages it decreased, the greatest decrease being in the B. or Elementary section of the Lower Primary stage.

14. The Table given as Appendix VIII shows the distribution of all pupils under instruction according to the stage of instruction per 10,000 of school-going age in the two years 1896-97 and 1901-02. The improvement is here clearly marked in all the stages except the Lower Primary. Viewing boys and girls separately, the proportion of the latter appears to have advanced slightly in the high stage, but in the middle stage the proportion has decreased by 50 per cent. In the Lower Primary stages also female pupils have decreased rather considerably.

15. The following Table, numbered as Appendix IX, gives the proportion of male pupils in Public institutions, according to the stage of instruction, for the two years 1896-97 and 1901-02. It shows that, excepting in the Lower Primary stage, in both its sections (A) and (B), there has been a steady increase in the proportion of the male pupils under instruction.

16. The Table shown as Appendix X gives the percentages only of pupils, male and female, in the several stages of instruction for the two years 1896-97 and 1901-02. It is clear there is a marked tendency for students to take up higher stages of instruction than was formerly the case.

Schools according to Management.

17. The Table given as Appendix XI shows the distribution of all the schools and pupils according to the class of management for the six years 1896-97 to 1901-02. The institutions under public management have decreased from 1,278 in 1897-98 to 1,268, or by 10, in the last year of the quinquennium under review: but their pupils have increased by 1,010. The schools managed by Government and Native States have dropped from 1,083 to 1,058, but their

GENERAL SUMMARY.

pupils advanced by 414. The increase has been shared both by Government and Board schools, which also increased in number. Of schools under private management, both the Aided and the Private institutions show a decrease in number as well as in attendance. In the Unaided schools, however, the attendance rose from 308,160 in 1896-97 to 311,545 in 1901-02, or by 1·1 per cent. nearly, although the number of such schools declined by 10·4 per cent. This shows a movement in the right direction.

18. The Table numbered as Appendix XII gives the percentage of the total number of pupils in each class of institution, according to management, in the two years 1896-97 and 1901-02.

19. It is seen from this Table that the percentage rose in all classes of institutions except Aided and Private schools, in which there was a relative decline.

20. The Table headed Appendix XIII shows the average number of pupils in each class of institution according to management for the two years 1896-97 and 1901-02.

21. Comparing the second period with the first it will be seen that there has been an increase in the average strength of every class of school, the increase being largest in Government schools, *i.e.*, by 73·7 per cent.

22. The Table numbered as Appendix XIV, which is compiled from General Table III, gives the percentage of pupils in daily attendance in each class of Public institution according to management.

23. In the two quinquennial periods the percentage in Government institutions remained constant and equalled 82 per cent., while it declined in the other classes except Board schools, in which it advanced from 73 to 80. The lowest percentage of attendance was in Board schools in 1896-97, when it only equalled 73 per cent.

Pupils According to Race or Creed.

24. The Table which is given as Appendix XV has been compiled from General Table III, and gives the distribution of pupils according to race or creed in Public and Private institutions for 1896-97 and 1901-02. It is seen that in Public institutions there has been an increase in each of the three classes of Europeans, Native Christians and Hindus: but the rate of increase is not evenly distributed. On the other hand, the percentage of Muhammadan pupils has declined not only in Public but also in Private institutions. This is unsatisfactory. In the earlier period there was considerable increase in all the different classes of pupils in Public institutions, and the rate was higher. On comparing the year 1896-97with 1891-92, it is found the increase was then at a much higher rate and in all the classes.

25. The Table numbered as Appendix XVI gives the percentages of pupils in the several classes of Public institutions arranged according to race or creed for 1901-02, together with the corresponding percentages in the total populations. It will be seen that the number of Hindus under education is in excess of the proportion required by the percentage of this class in the population in every class of institution, and notably in Arts colleges, Professional colleges and Secondary schools. Muhammadans fall below them in every class; but the Muhammadans, on the other hand, are comparatively strongest only in Primary and Special schools. The proportion of Europeans and Eurasians under education to the total population in Bengal is in excess of the relative percentage everywhere, this class being comparatively most numerous in Professional colleges and Secondary schools. Native Christians are proportionally strongest in Special schools only, while the various groups of students classed under "Others," and which class would include aborigines, &c., are below their relative proportion everywhere, and they are greatest in number in Primary schools alone.

Languages learnt by Pupils.

26. The Table numbered as Appendix XVII gives the languages learnt by pupils in 1896-97 and 1901-02, together with the percentages for pupils in Public institution.

27. As compared with the year 1896-97, the number of pupils in Public institutions learning English has increased by 37,329, and the percentage from 10·2 to 12·6, while there has naturally been a decrease in the number of pupils learning a vernacular language only. The general percentage of pupils learning a classical language has also improved. In Private institutions there has been a large increase in the numbers learning English and a vernacular language, while the number of pupils learning a classical language has decreased by 13,057.

28. The Table shown as Appendix XVIII gives the number of pupils learning English in both Public and Private institutions for 1896-97 to 1901-02, together with a calculation showing the number of children of school-going age, of whom one was learning English. These figures show the actual facts more decisively than the percentages in the preceding Table. In 1896-97 one pupil out of 69 was learning English, and in 1901-02 the proportion was one out of 58 pupils.

General Statistics of Expenditure.

29. The Table numbered as Appendix XIX gives the total expenditure on Public institutions during the past six years according to the sources from which the funds were derived. Comparing the first of these years with the last, it will be seen that there has been an increase of expenditure by Rs. 12,81,840, or nearly 12 per cent. In the preceding quinquennium there was an increase of Rs. 16,15,945, or 17·2 per cent. In the former quinquennium the number of pupils increased at the rate of 9·3 per cent., but in the latter it actually decreased 0·4 per cent. This shows that expenditure has risen at a higher rate than the number of pupils, which must be the case as education becomes more efficient. As a matter of fact, the average cost per pupil rose from Rs. 6·5 to Rs. 7·3, while the average cost per head of population rose from two annas five pies to two annas six pies.

30. On comparing the different years there was a decrease of Rs. 26,140 in 1897-98, after which the expenditure rose from year to year, the rate of increase being, however, not uniform. The highest figure was attained in the last year, in which the total expenditure rose by 5·8 per cent. According to the sources of expenditure, Provincial Revenues show great variations from year to year. Government paid 8 per cent. less last year than it did in 1896-97. Local Fund expenditure dropped by 5 per cent. in 1897-98, after which it rose from year to year, so that there was an increase of 8 per cent. last year beyond that spent in 1896-97. Expenditure from Municipal Funds continued to decline, although not uniformly, till last year, when there was an increase of 6·9 per cent. The expenditure was still 5 per cent. less than that of 1896-97.

31. The steady advance in the amount of expenditure from Fees and "Other sources," the former showing an increase of 15 per cent. and the latter of 31 per cent. over the figures of 1896-97, is a sure sign of the growing appreciation of the value of education by the people.

32. The next Table, numbered Appendix XX, gives the total expenditure for the same six years according to the heads of charge, the amount of Direct and Indirect expenditure being shown separately.

33. The total Direct expenditure rose from year to year except in 1898-99, when it dropped by 2·6 per cent., the amount of increase at the end of the last quinquennium being Rs. 6,24,920, or 7 per cent. The noticeable feature is that there was increase in expenditure on all the different heads of charge except Training schools, which show a decrease of 4 per cent., and that the greatest expenditure on all the heads except Training and other Special schools was in the last year. On the other hand the expenditure on Training schools was greatest in 1899-1900, while other Special schools cost most in 1900-01. The Indirect expenditure rose by Rs. 6,56,920, or 30 per cent. On examining the heads of charge, it is found that expenditure increased under all heads except Scholarships and Buildings, which show a decrease of 0·5 and 13 per cent., respectively. Expenditure on Furniture and Miscellaneous items rose as much as 60 and 164 per cent. These are the only heads which show a steady increase, except in 1897-98 and 1899-1900, respectively, when there was a drop under each.

GENERAL SUMMARY.

EXPENDITURE ACCORDING TO SOURCE AND HEAD OF CHARGE.

34. The Table given as Appendix XXI shows expenditure according to the sources from which it was derived and the heads of charge for the two years 1896-97 and 1901-02. First taking the heads of charge, the total expenditure in colleges increased by Rs. 1,19,697, or 11 per cent., the rate of increase in the previous quinquennium having been 5·5 per cent., or just one-half. The whole of this increase, with the exception of the small amount of Rs. 588 from the Municipal Funds, was met from Fees and "Other sources," the amount contributed from "Provincial Revenues" being less by Rs. 22,672, or 4·1 per cent. The increase in the number of pupils in the last quinquennium was 27·6 per cent., while in the preceding period it was 31·5. The average cost of educating each pupil continued to decline, though not so rapidly as before. The share of expenditure borne by Private Funds was 56·3 per cent., against 49·5 per cent. in the previous quinquennium.

35. The expenditure in Secondary schools increased by Rs. 2,27,450, or 5·6 per cent., against 13·6 per cent. in the previous quinquennium. The whole of this increase was also met from Fees and "Other sources" and contributions from all the three Public Funds were less, though the amount of difference in those from the Local Funds was only Rs. 1,239. The rates of increase in total expenditure in the past two quinquenniums were 5·6 and 13·6, respectively, while those in the number of pupils in this class of schools were 11·8 and 10·5 per cent. The average cost of educating each pupil in these schools was, therefore, declining in the second quinquennium while it was rising in the former. The share of expenditure borne by Private Funds was 82·5 per cent., against 80·6 per cent. in the previous quinquennium.

36. In Primary schools expenditure rose by Rs. 1,33,127, or by 4 per cent., as against 12·2 per cent. in the previous quinquennium. Here also, as in colleges and Secondary schools, expenditure from "Provincial Revenues" decreased, the difference being Rs. 52,146, or 22·8 per cent.; but expenditure from Local and Municipal Funds increased by Rs. 71,266, or 12·9 per cent., and Rs. 551, respectively. The amount of contribution from Fees shows an advance of Rs. 1,01,827, or 5·7 per cent., while that from "Other sources" increased by Rs. 11,629, or 2 per cent.

37. Comparing the present figures with those of ten years ago, the amount paid from Private Funds fell off from 75·1 per cent. of the total expenditure to 74·1 per cent. The difference was greater five years before, when the percentage was 73·6, so that the expenditure from private sources has increased by 0·5 per cent. in the quinquennium just closed, showing, probably, that education is being more valued than was formerly the case or, at all events, is being paid for to a larger extent by the people.

38. In Special schools the total expenditure, as well as that from all the different sources, both public and private, increased. The total expenditure shows an advance of Rs. 1,44,646, or 31·3 per cent., as compared with 22·9 per cent. in the previous quinquennium, the largest amount of increase, viz., Rs. 78,017, or 74·6 per cent., being in the contribution from "Other sources." The contribution from the Provincial Revenues was greater by Rs. 51,307, or by 19·2 per cent., which was due chiefly to *tols* being returned as Public institutions under "Special Schools," and hence the amount of expenditure incurred for them is now shown under this head. A part of the increase was also due to larger expenditure in the Calcutta School of Art and Government Art Gallery, to increase of establishment in the Sibpur Engineering College and the starting of an Agricultural class attached to it. The share borne by Private Funds in the total expenditure was 43·2 per cent., as compared with 38·4 per cent. in the previous quinquennium, which is satisfactory.

39. The expenditure on Direction and Inspection rose by Rs. 36,720, or 5·2 per cent., against 7·3 per cent. in the former quinquennium. Almost the whole of this increase was borne by Public Funds.

40. Scholarships show a falling-off by 0·5 per cent. from the figures of 1896-97, as compared with a rise of 5·8 per cent. in the former period. The contributions from all Public Funds, except Local Funds, as also from Private Funds were less in 1901-02 than in 1896-97.

41. Buildings and Furniture also show a decrease of 6·5 per cent. The heavy decrease of Rs. 2,01,149 in the expenditure from Provincial Revenues on

Buildings and Furniture was more than compensated by the very great rise of Rs. 2,04,644 in the contributions for the same purposes from "Other sources." The effect, however, was partly counterbalanced by the decrease of Rs. 55,361 in the amount paid from Fees towards the same object, the net result being a decrease of 6·5 per cent. under this head.

42. "Miscellaneous" expenditure shows a rise of Rs. 6,23,655, or of 164·0 per cent., against 142·8 per cent. in the previous period. Local and Municipal Fund expenditure on this head decreased by 16 and 25·4 per cent., respectively, while that from the Provincial Revenues increased by 11·4 per cent. The greatest increase, however, was in the amount paid from Fees, the rate being 482·5 per cent.

43. Of the total expenditure, 76·8 per cent. was Direct and 23·2 per cent. Indirect, against the figures of 80·1 per cent. and 19·9 per cent., respectively, in the previous quinquennium.

44. On Examining the figures according to the sources of income from which this expenditure was derived, Provincial Revenues show a decrease of Rs. 2,38,567, or 8·8 per cent. The largest decrease in Provincial Revenues was under the head "Buildings and Furniture," which amounted to Rs. 2,01,149. This is followed by decreases under Primary schools, Secondary schools and colleges amounting, respectively, to Rs. 52,146, Rs. 25,668 and Rs. 22,672. There were, however, larger amounts spent from Provincial Revenues under certain heads which partly counterbalanced the above-mentioned decreases, amounting in all to Rs. 65,231. Of this the largest amount of increased expenditure, Rs. 51,307, was devoted to Special schools, Rs. 5,800 to Direction and Inspection, and Rs. 8,124 to "Miscellaneous Expenditure."

45. Local Funds show an increase in expenditure of Rs. 99,880, or 8·5 per cent. No amount from these funds was spent upon colleges in either of the two quinquenniums. Under Primary schools, the increase was Rs. 71,266, Secondary schools showing a small decrease of Rs. 1,239 only, while the amount spent on Inspection increased by Rs. 29,163. Every other head, except "Miscellaneous," shows an advance in expenditure.

46. Municipal Funds show a decrease in expenditure of Rs. 4,779, or 4·3 per cent. The heaviest decrease was in Secondary schools, amounting to Rs. 7,918. Expenditure from these funds on Special and Primary schools, on Inspection and Buildings and Furniture increased, while colleges received Rs. 588 only.

47. There were slight decreases in the other heads of expenditure. Under Fees the expenditure increased against all the different heads except Buildings and Furniture, in which the amount spent was less by Rs 55,361. In colleges the increase of expenditure from Fees was Rs. 92,164, in Secondary schools Rs. 34,718, in Primary schools Rs. 1,01,827, in Special schools Rs. 6,494 and under Miscellaneous Rs. 5,27,185. These large increases in the amounts paid from fees represent a very satisfactory feature in the educational history of the past five years. The examination fees of the University also rose by Rs. 44,868. The net increase was Rs. 7,51,895, or 15·6 per cent.

48. The expenditure from "Other sources" has increased under all the heads except Scholarships, where there has been a small decrease of Rs. 733. The net increase on this head is Rs. 6,73,411, or 31·4 per cent. Colleges show an increase of expenditure from this source of Rs. 49, 617, Secondary schools of Rs. 2,27,557, Primary schools of Rs. 11,629, Special schools of Rs. 78,017, Buildings and Furniture of Rs. 2,04,644, and Miscellaneous of Rs. 1,02,907. The two Private Funds (*i.e.*, "Fees" and "Other sources") now provide 68·7 per cent. of the total expenditure on education between them, the former providing 45·8 per cent. and the latter 22·9 per cent.

49. The Table numbered as Appendix XXII shows the average expenditure on Public Instruction per head of population in 1896-97 and 1901-02, separate figures being given for Public and Private Funds. With the increase of the total cost of education per head for all Bengal the cost to Public Funds decreased from 11 pies to 9 pies. This is also a satisfactory feature

50. The Table shown as Appendix XXIII gives the expenditure on the chief classes of institutions, and the percentage in each case to the total expenditure on the education in the Province. There was an advance in the amount of expenditure under all the different classes of institutions, but it is noteworthy that the increase in the cost of Primary schools was only 4 per cent.

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The proportion to the total cost was highest in Secondary schools, although it was 2 per cent. less in the last quinquennium than in the former.

PROPORTIONATE EXPENDITURE FROM PUBLIC AND PRIVATE FUNDS.

51. The Table numbered as Appendix XXIV gives the proportionate expenditure from the different sources for the three quinquennial years 1891-92, 1896-97 and 1901-02. This Table shows that the proportion of expenditure from the two Private Funds—Fees and "Other sources"—steadily increased, and that from all the three Public sources steadily decreased. These figures are decidedly satisfactory.

52. The Table headed Appendix XXV compares the proportionate expenditure from Public and Private Funds on the principal heads of charge for the two years 1896-97 and 1901-02. The proportion of the total cost contributed by Private Funds rose from 63·9 to 68 8, or by nearly 5 per cent. In 1891-92 it was 61·2 per cent. It is noteworthy that the rise in the percentage of contribution was greater in the second than in the former quinquennium. On examining the several classes of institutions, it will be found the percentage of contribution from Private Funds has become larger in all cases. Under Indirect expenditure, also, Private Funds contributed at a higher rate.

53. The Table shown as Appendix XXVI gives the figures of expenditure from Public Funds on the chief classes of institutions for the two years 1896-97 and 1901-02.

54. The expenditure on Primary schools only shows a slight increase of 2·3 per cent. against 18·7 per cent. in the previous quinquennium, and this higher percentage was due chiefly to greater contributions from Municipalities under Government orders, as also to additional amounts made over by Government to District Boards for Primary education. The expenditure by District Boards on education outside the contributions made by Government is practically stationary, or even diminishing. Arts colleges show a large decrease in expenditure.

ANALYSIS OF EXPENDITURE FROM PUBLIC FUNDS.

55. The Table numbered as Appendix XXVII gives the proportion of Direct expenditure from Public Funds on the chief classes of institutions for the three years 1891-92, 1896-97 and 1901-02. Primary schools show a slight increase in Direct expenditure, all the other classes of educational institution show diminished Direct expenditure. The increase in Primary schools was considerable in the earlier period, while in the last quinquennium it was smaller.

56. The Table given as Appendix XXVIII shows the amount of Direct expenditure from Public Funds on institutions according to the class of management for the three years 1891-92, 1896-97 and 1901-02, and the percentages in each case. Although the percentage of contribution from Public Funds to total expenditure in institutions under public management decreased, the actual amount spent increased. In Aided schools the figures showing both the actual amounts spent and the percentages prove that the Aided system was being developed to an increasing extent. It was, however, extended on a larger scale in the former than in the second period.

AVERAGE COST OF EACH PUPIL.

57. The Table shown as Appendix XXIX gives the average cost of educating each pupil in the several classes of institutions for each of the three year 1891-92, 1896-97 and 1901-02.

58. The cost of educating students in colleges, both Arts and Professional, has largely decreased, and it has also decreased in Secondary and Special schools. On the other hand, the cost of educating a Primary pupil remained stationary and of educating one in a Training school has increased.

59. Comparing the present figures with those of ten years ago the total expenditure on an average for educating each pupil decreased in all the different classes of institutions except Training schools, in which it increased by Rs. 12-4 a head, and in Primary schools in which it remained the same.

During the earlier period the cost rose in Secondary, Training and other Special schools, while in the later period there was a decrease all through, except in Primary schools, in which it remained stationary in both the periods.

60. Comparing the two quinquenniums expenditure from Provincial Revenues for each pupil decreased on an average in the latter period.

Direct and Indirect Expenditure.

61. The Table shown as Appendix XXX gives the proportion which Direct expenditure bears to Indirect in each class of Public Funds for the two years 1896-97 and 1901-02. It is satisfactory to note that a larger proportion of the Provincial Revenues and Local Funds has been spent on "Direct" purposes. The increase of the percentage is larger under the head of Provincial Revenues. Municipal Funds were spent to a smaller extent on "Direct" purposes than before, yet by far the largest proportion of their contribution has, as before, been spent on Direct as opposed to Indirect charges.

Local Fund Expenditure.

62. The Table given as Appendix XXXI shows the distribution of Local Fund expenditure for 1896-97 and 1901-02, together with the percentage figures. The percentage to the total expenditure declined in the case of Secondary schools considerably, although the actual amount decreased by Rs. 1,239 only out of a total of about $2\frac{1}{4}$ lakhs. In Primary and Special schools, both the percentage and the actual amounts spent show an advance. Under Indirect expenditure the percentage varied inversely, decreasing while the amount actually spent increased.

Municipal Fund Expenditure.

63. The Table numbered as Appendix XXXII gives the distribution of Municipal Fund expenditure for the same years. The percentage spent in Secondary, Primary and Special schools increased, while it fell largely in the case of Secondary schools. Under "Indirect," expenditure the percentage spent was rather greater in 1901-02 than in 1896-97.

Expenditure from Fees.

64. The Table numbered as Appendix XXXIII gives the details of expenditure from Fees for the two years 1896-97 and 1901-02, together with the percentage figures. The percentage of expenditure from Fees to total expenditure on education was 45·8, or nearly 46 in the year 1901-02, as against 44 in 1896-97. This is the highest proportion of contribution under any one head. During the past five years the rate of increase in the amount of expenditure from this source has been greatest in Arts colleges, being as high as 33 per cent. All the three other classes of institutions show an advance, the increase being lowest in Secondary schools. The percentage of contribution from fees to the total expenditure is greatest in Primary schools. The rate of increase in the percentage of expenditure from Fees in the five years is greatest in Arts colleges, where it equals 7 per cent.

Expenditure on Scholarships.

65. The Table numbered as Appendix XXXIV gives the expenditure on scholarships according to institutions and the sources from which the income is derived for the two years 1896-97 and 1901-02. Both the expenditure on scholarships and the proportion it bears to the total expenditure on education slightly declined in the past five years, the former by Rs. 1,230, and the latter from 2·07 to 1·84 per cent. The decrease was shared both by Public and Private Funds. Under Arts colleges there has been an increase of 8·7 per cent. against 9·6, while Professional colleges show a rise of 16 per cent. against a fall of 64 per cent. in the former quinquennium. Scholarships in Secondary, Primary and Special schools all show a decline, the last named showing the greatest variation. The slight decrease in the expenditure in scholarships in Secondary schools is probably due to the full amount for the year not having been drawn

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before its close, and it is quite possible an increase will be reported during the next year. The only scholarships tenable in Primary schools are the Lower Primary scholarships awarded, with a few exceptions, by District Boards. These can be held either in an Upper Primary or in a Middle school. It is, therefore, reasonable to think that many of these scholarships have been held in Middle in preference to Upper Primary schools.

66. The Table shown as Appendix XXXV gives the proportion of expenditure on scholarships in each of the chief classes of institutions for the three years 1891-92, 1896-97 and 1901-02. The proportion of expenditure on scholarships allotted to Arts colleges rose steadily in the last ten years, while that in the other classes of institutions, except Secondary schools, decreased. The decrease in the proportion of expenditure on scholarships in Special schools in the last five years is very marked, having diminished from 5 to 2. In Secondary schools the proportion remained the same in both quinquenniums.

CHAPTER III.—CONTROLLING AGENCIES.

The following Table shows the number of inspecting officers of all grades in 1896-97 and 1901-02:—

YEAR.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Guru Instructors, &c.	Inspectress.	REMARKS.
1896-97	6	10(a)	48(b)	210	479	1	*Excluding one Assistant Inspector of Schools, Rajshahi, from 1st April to 31st July 1901.
1901-02	10	6*	52(c)	212	494	1	

(a) Including 2 Assistant Inspectors of Muhammadan Education.
(b) Including 2 Additional Deputy Inspectors and one special Deputy Inspector.
(c) Including 6 additional Deputy Inspectors and one special Deputy Inspector.

2. The number of Inspectors has increased, as under Government orders one Inspector has been appointed to each Division of the Province.

3. The abolition of the posts of the two Muhammadan Assistant Inspectors and of those of the Assistant Inspectors of Chittagong and Rajshahi has decreased the number of Assistant Inspectors by 4.

4. The number of Deputy Inspectors has advanced by 4, which represents the number of additional Deputy Inspectors appointed during the quinquennium. There are now altogether six additional Deputy Inspectors in six of the most extensive districts of the Province, viz., Burdwan, Midnapore, 24-Parganas, Dacca, Mymensingh and Faridpur. It need hardly be said that in each of these districts the number of Secondary schools exceeds 100.

5. The number of Sub-Inspectors has slightly increased.

6. The number of Guru Instructors has advanced from 479 to 494.

7. The system of Guru Instructors appears to be looked upon with favour in some Divisions, and with disfavour in others. While in Chota Nagpur and Patna Inspecting Pandits, or Guru Instructors, have been largely employed, while in some of the districts in the Rajshahi and Dacca Divisions, the tendency has been, under the orders of the District Boards, to replace them by Sub-Inspectors of Schools. The net result has, however, been an increase in the number of these officers.

8. I was in charge of the Department from 1st April to 13th June 1901, and again from 3rd October to 8th February 1902. I was absent on privilege leave from 14th June to the 22nd August, and on deputation at Simla from 23rd August to 2nd October 1901, to attend an Educational Conference held by His Excellency the Viceroy. Again, from 9th February to 31st March 1902 I was on deputation as a member of the Indian Universities Commission. During my absence on leave and deputation, Mr. Slater acted for me, that is to say, the Department was in his charge from 14th June to 3rd October 1901, and from 9th February to 31st March 1902.

9. I spent 19 days on tour outside Calcutta, giving 3 days to Midnapore, 2 to Nadia, 2 to Bogra, 2 to Jalpaiguri, 3 to Darjeeling, 2 to Hooghly and 5 days to Patna. I also visited the Alipore Reformatory School on the 2nd and again on the 5th December, and the Sibpur Civil Engineering College on the 6th December 1901. Mr. Slater was on tour for 20 days, and visited Kurseong, Rampur Boalia, Barisal, Chittagong and Murshidabad.

10. This rather short amount of inspection work was caused by the fact that I had on my return to duty, in October, under the orders of Government to stay at head-quarters to deal with the various important educational questions and reforms which had been raised by the Simla Conference, most of which were reported on before I took up my duties on the Indian Universities Commission, early in February.

11. Next below the Director, the chief executive officer of the Department is the Inspector, who, with the Assistant Inspector, supervises education, both

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Secondary and Primary, in his Division. The Deputy Inspector is the chief executive officer of the Department in a district. Below the Deputy Inspector there are (1) Sub-Inspectors in charge of a certain area of a district or of a subdivision, and (2) Guru Instructors in charge of a *thana* or part of a *thana*.

12. The duties of the inspecting officers of the Department have undergone some change during the quinquennium. Instructions for inspecting officers were issued in April 1901, with the sanction of the Government of Bengal, by which their duties and methods of work and inspection were clearly defined. The Inspectors take under their special care High English schools, Government, Aided and Unaided, and first grade Training schools. Assistant Inspectors take under their special care Middle schools, and Training schools of the second and third grades. They are also allowed to devote a part of their time to the inspection of High English school.

13. Deputy Inspectors are primarily responsible for Middle and Primary schools in their districts. They are not ordinarily allowed to visit High English schools without the sanction of the Inspector.

14. Sub-Inspectors are required to inspect Primary and Indigenous schools. They may also inspect Middle schools, when authorised by higher authorities.

15. The duties of Inspecting Pandits or Guru Iinstructors are confined to Primary and Indigenous schools only.

16. There were nine Divisional Inspectors during the year under report, one for each Division, excluding the Inspector of European Schools. The following are the main facts with reference to the officers holding these posts.

(1) *Burdwan Division.*—Rai Radhanath Rai Bahadur was in charge of the Division throughout the year, excepting the first 51 days, during which he was on privilege leave. Babu Brajendra Kumar Guha, Assistant Inspector, acted for him.

(2) *Presidency Division, including the town of Calcutta.*—Mr. E. R. T. Tiery was officiating Inspector of Schools for 8 days only. Mr. P. Mukerji, the present officiating Inspector, took charge on the 9th April 1901.

(3) *Rajshahi.*—Mr. M. E. DuS. Prothero was in charge of the Division from 1st April to the 25th July 1901. Mr. P. Chatterji officiated in this post from the 27th July to the 6th November, Mr. A. Macdonell from the 7th November 1901 to the 17th March 1902, and Mr. N. L. Hallward was in charge for 14 days at the end of the year.

(4) *Dacca Division.*—This Division was in charge of five officers during the year under report. Babu Abinas Chandra Chatterji, B.A., was Inspector from 1st to 24th April, and again from 12th November to 25th December 1901. Moulvi Mahammad Ibrahim, B.A., acted as Inspector of Schools, Eastern Circle, from the 24th April to 5th July, but on the separation of the Chittagong Division he was appointed Inspector of Schools of that Division, and Babu Barada Prasad Ghosh, M.A., was appointed to act as Inspector of Schools, Dacca Division. When the latter took privilege leave Maulvi Abdul Karim, B.A., was appointed to act as Inspector of Schools. He held charge from the 15th September to 11th November, when the permanent incumbent, Babu Abinas Chandra Chatterji, returned. On the retirement of Babu Abinas Chandra Chatterji, Babu Mathura Nath Chatterjee, M.A., succeeded him, and held charge till the close of the year.

(5) *Chittagong Division.*—This Division was separated from the Dacca Division and an independent Inspectorship was created for it, with effect from 1st July 1901. Maulvi Mahammad Ibrahim, B.A., has been in charge of the Division since the 6th July.

(6) *Patna Division.*—Mr. C. W. Peake was in charge of this Division from 1st to 26th April 1902. He then proceeded on combined leave from 27th April to 28th October 1901, and Babu Abinas Chandra Chatterji officiated till his return.

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(7) *Bhagalpur Division.*—Babu Mathura Nath Chatterjee, M.A., held charge of the office of Inspector of Schools, Bhagalpur and Chota Nagpur Circle, from the beginning of the year to the 30th June, and, on the separation of the Bhagalpur Division from the Chota Nagpur Division, was appointed Inspector of Schools, Bhagalpur Division, in which capacity he worked till the forenoon of the 23rd December, when he proceeded to join his appointment as Inspector of Schools, Dacca Division. His successor, Dr. P. Chatterji, held charge of the office from the 30th December to the end of the year.

(8) *Orissa Division, including the Orissa Tributary Mahals.*—Babu Jagat Bandhu Laha, M.A., was in charge of the Division throughout the year.

(9) *Chota Nagpur Division.*—Babu Mathura Nath Chatterjee, M.A., was in charge of this Division from 1st April to 1st July 1901, when the Chota Nagpur Division was separated from the Bhagalpur Division, and the two Divisions were placed under two different Inspectors, Babu Mathura Nath Chatterjee, going to Bhagalpur, and Mr. E. R. T. Tiery, B.A., being appointed Inspector of Schools, Chota Nagpur Division. During the absence of Mr. Tiery on leave, Babu Bipin Vihari Gupta, M.A., acted as Inspector from 3rd July to 16th December 1902.

17. Besides these Inspectors there is an Inspector for European Schools, and an Inspectress for girls' schools.

18. Mr. Bamford held charge of the office of the Inspector of Schools for Europeans and Eurasians thoughout the year. He spent 44 days out of head-quarters and paid 137 visits to 65 schools. Mrs. Wheeler retired during the year and was succeeded by Mrs. Moorat on the 16th January 1902. The Inspectress of Girls' Schools was on tour for 40 days and visited 199 schools.

19. *Assistant Inspectors of Schools.*—The number of these officers has decreased by 4, owing to the abolition of the posts of the Assistant Inspectors of Schools for Muhammadan Education and those of the Assistant Inspectors of Schools, Chittagong and Rajshahi Divisions. Their areas of inspection are now co-extensive with those of the Inspectors under whom they work.

20. The only Divisions in which a change of Assistant Inspectors occurred during the year were Burdwan and Dacca.

21. *Deputy Inspectors.*—The number of Deputy Inspectors is now 52, including Additional and Special Deputy Inspectors of Schools.

22. Each district (excepting Darjeeling, Chittagong Hill Tracts, Angul and the Tributary Mahals of Orissa) is under the charge of a Deputy Inspector. There are six Additional Deputy Inspectors in districts in which there are more Secondary schools than can be properly inspected by one Deputy Inspector. There is also a Special Deputy Inspector of Schools in the Sonthal Parganas, for fostering the spread of education among the Sonthals. The town of Calcutta has a Deputy Inspector of its own.

23. The prescribed minimum of 150 days on inspection was attained in all the districts of the Province, except Dacca.

24. *Sub-Inspectors of Schools.*—All the Sub-Inspectors in the Burdwan Division, excepting those of Midnapore and Hooghly, and the Sub-Inspectors of Pabna and Darjeeling, in the Rajshahi Division, and Backergunge in the Dacca Division, fell short of the prescribed minimum of 200 days out on tour. The minimum number of 350 visits also was not attained in the Sonthal Parganas, Midnapore, Rajshahi, Jalpaiguri and Darjeeling. Of the Sub-Inspectors who have been reported to have worked unsatisfactorily, Sarada Prasad Ghosh, Amiruddin Mandal and Wasiuddin Ahmed, of Pabna, and Syama Charan Sen, of Backergunge, seem to be the worst offenders, and their cases deserve to be severely dealt with.

25. The shortcomings of the other Sub-Inspectors have been satisfactorily explained, excepting those of Moulvi Abdus Samad, of Murshidabad, Babu Jagneswar Chakravartti and Babu Madhu Sudan Sanyal, of Jessore.

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26. The following Sub-Inspectors have been commended for good work:—

Jadu Prasad, B.A.
Umes Chandra Lal.
Dyal Narayan Lal.
Tarak Nath Mitra.
Brajendra Chandra Ghosh.
Rasik Kantha Ganguli, B.A.
Bisweswar Ghosh.
Prasanna Chandra Datta.
Munshi John Naba Kishor Sarkar.
Umes Chandra Bose.
Barada Prasad Sarkar.
Rasik Lal Das.
Satis Chandra Mukhurji, B.A.
Radha Nath Chatterji, B.A.
Ram Gobinda Mora.
Joggesvar Chakravarti.
Govinda Chandra Roy.
Akshay Kumar Sur, B.A.
Madhu Sudan Ray.
Haribar Mitra.
Upendra Chandra Sirkar, B.A.
Damodar Prasad Sarkar.
Abhay Kumar Gupta.
Hara Kumar Bose.
Kamini Kumar Som, B.A.
Rajani Kanta Sen.
Mathura Nath Guha.
Mohim Chandra Majumdar.
Umes Chander Das Gupta.
Kali Kisor Ghosh.
Nilkamal Mukerjee.
Moulvi Ahmad Ulla.
Govinda Chandra Chakravarti, B.A.
Rames Chandra Das.
Maulvi Abdul Halim.
Purna Chandra Gupta.
Ram Prasad.
Mangal Dyal Singh.
Gopal Das.
Kishen Sahay.
Deokinandan Sahai.
Bhagawat Narayan.
Sasi Bhusan Chakravartti, B.A.
Kisori Mohan Samanta.
Ram Chandra Banerjee.
Sures Chundra Sirkar.
Srinibas Singh.
Narayan Prasad Mahanty, B.A.
Jagannath Das.
Adwaita Chandra Mahapatra.

27. *Guru Instructors.*—The number of Guru Instructors has advanced from 479 to 494, *i.e.*, by 15. Excluding the 8 Inspecting Pandits or Guru Instructors of Pabna, whose posts were abolished with effect from 1st August 1901, but whose services were retained till the middle of April for the purposes of return work, the total number comes up to only 486. In the Pabna district 8 Inspecting Pandits have been replaced by one Sub-Inspector. The Inspector of Schools, Rajshahi Division, considers the employment of 1 Sub-Inspector in place of 8 Guru Instructors as a "partial and inadequate compensation," and I fully concur in this view.

28. Regarding this class of officers, almost all the divisional reports state that the work they are doing is less satisfactory than should be the case. This may be due either to the wrong class of persons having been appointed, or to want of proper supervision on the part of the Sub-Inspectors.

29. The Assistant Inspector of Patna Division reports that "they have been reported upon favourably by the District Deputy Inspectors." The Assistant Inspector of Bhagalpur seems to think that the severe critisisms passed on their work year after year have produced a wholesome effect on their conduct. The Inspector of Schools, Burdwan Division, says that the Inspecting Pandits or Guru Instructors in his Division have more schools under them than they can manage to inspect properly, and this, in his opinion, interferes greatly with the successful working of the system.

30. Much, however, depends on the care with which men are chosen by the District Boards for the posts. Increased supervision by the Sub-Inspectors of Schools should be insisted on, and this will also improve matters in this respect.

Cost of Direction and Inspection.

31. The Table numbered XXXVI gives the expenditure from Public Funds on Direction and Inspection for the two years 1896-97 and 1901-02, together with the proportion to total expenditure from each of the Public Funds.

32. The total expenditure on Direction, &c., for 1901-02 equalled Rs. 7,32,644 and increased by Rs. 36,047, or 5 per cent., against an increase of 12 per cent. in the preceding quinquennium. The increase was distributed over all the three descriptions of Public Funds. The expenditure from Provincial Revenues increased by Rs. 5,800, or 1·3 per cent.; from Local Funds by Rs. 29,163, or 10·6 per cent.; and from Municipal Funds by Rs. 1,084, or 45·2 per cent. The rise in the amount of expenditure from Local Funds has been chiefly due to the transfer to the District Boards of Sub-Inspectors of all the districts in the Chota Nagpur Division, except Singhbhum; and the amount of their salaries is, therefore, now charged to the District Funds, though as a matter of fact the funds necessary for such payments have been

handed over to the District Boards by Government. The proportion to the total expenditure from each of the three sources also increased under each of the three heads.

Other Controlling Agencies.

33. *District Boards.*—All the District Boards worked generally in harmony with the Department. The suggestions of the Deputy Inspector, who is an *ex-officio* member of the District Board, were in all important educational matters, duly considered and in most cases accepted. Complaints about the dilatoriness of District Boards in despatching business were not altogether absent, though they were few in number.

34. *Local Boards.*—These bodies have been, in some of the districts, entrusted with educational powers, chiefly relating to Primary education. In the district of Bankura, in the Burdwan Division, Primary education is entirely in the hands of the Local Boards. They sanction stipends to Primary schools, appoint, dismiss and grant leave to Guru Instructors, appoint centres of Lower Primary examination, issue pass certificates and sanction the appointment of teachers in Primary schools. As the Deputy Inspector is not a member of the Local Boards, there is frequent difference of opinion between him and these bodies, the members of which are jealous of his interference.

35. *District Committees and Joint Committees.*—The District Committee of Public Instruction in the Sonthal Parganas held two meetings during the year, chiefly about the Zilla school and the Lower Primary examination results. The District Committee in Singhbhum did not meet even once during the last ten years.

36. There is a Joint Committee for the management of the Barisal Zilla School. It consists of seven members from the District Board, three from the Sadar Municipality, with the Deputy Inspector as an *ex-officio* member. This Committee brought about the amalgamation of the Barisal Middle Vernacular and Technical Schools with the Zilla School, and started a provident fund for the benefit of the teachers. The Howrah and Monghyr Zilla Schools continue to be under Joint Committees.

37. *Municipal Boards.*—The Midnapore College with its Law and School Department is under the management of the Midnapore Municipality.

38. *Inspection of schools by Magistrates and Subdivisional Officers.*—In all the districts a number of schools, both Secondary and Primary, were inspected by Magistrates or Deputy Commissioners and Sub divisional Officers. The figures for all the Divisions have not been received, but it appears from these reports that all these officers took considerable interest in the inspection of schools.

CHAPTER IV.—COLLEGIATE EDUCATION.

Scope of Chapter.

COLLEGIATE EDUCATION.

The present section deals with University education in all its departments from the Matriculation standard upwards. It furnishes a general statement of the work of the Calcutta University not only in relation to the Arts Colleges, but also in connection with various colleges teaching Law, Medicine and Engineering.

The Calcutta University.

2. The Calcutta University, like other Indian Universities, is independent of the Department of Public Instruction. It is a self-governing body, with a constitution similar to that of the University of London before it was converted into a Teaching University, and is controlled by a Chancellor, a Vice-Chancellor, Syndicate and a Senate. His Excellency the Viceroy is the Chancellor. The Vice-Chancellor is nominated by the Chancellor, and is frequently one of the Judges of the local High Court, or a member of the Viceroy's Council. The Senate consists of members most of whom are nominated by Government, only a limited number being annually elected by the Masters of Arts or holders of equivalent degrees. There is an Executive Committee of the Senate called the Syndicate, which is elected by the various Faculties: and there are also Boards of Studies for the selection of text-books and the courses of study, and for other duties. Under the presidency of the Chancellor or Vice-Chancellor, a Convocation is annually held to confer degrees. The University has been granted, under the Indian Councils Act, the privilege of nominating a member to the Provincial Legislative Council.

3. Although the University of Calcutta is primarily only an examining body, yet its influence extends to the entire system of higher education, which it practically controls from the three senior classes in the High Schools upwards, in that it not only prescribes the courses of study to be followed and the books which have to be read, but also requires certain conditions to be fulfilled before an institution can be affiliated to the University. It should be added that the Calcutta University has been affiliated to the Universities of Oxford and Cambridge.

4. During the past quinquennium five M. A.'s were elected to Premchand Roychand Studentships in literary and scientific subjects in alternate years. Two new Degrees in Science, the B. Sc. and the D. Sc., were instituted in 1900-1901, with effect from the examination of 1902. Students who, having passed the F. A. Examination, have attended certain courses of lectures at some affilated college or colleges are, after the lapse of two years from passing the F. A. Examination, allowed to appear at the B. Sc. Examination. A student who has passed the B. Sc. Examination is allowed to appear at the M. A. Examination. If in addition he passes, either before or after, in one of the prescribed subsidiary subjects, he is to be considered eligible to present himself ultimately for the degree of D. Sc.

5. The most important changes in the Regulations of the Calcutta University are the following:—

(1) The addition in 1900-1901 of Sanitary Science and Physiology as optional subjects, and of History or Logic as a compulsory subject at the F. A. Examination.

(2) Hindi has been added as a language in which candidates will be examined in the optional subject of original composition.

(3) The Syndicate may withdraw the privileges of recognition from any High school if it is found that the conditions which were considered essential to its recognition, and which obtained when the school was recognized, have in any way materially deteriorated.

(4) At the Entrance Examination papers in Sanskrit and Sanskritic languages, some of the questions at least shall be required to be answered in the language in which the candidate is being examined.

Results of University Examinations.

6. The Table shown as Appendix XXXVII gives the results of the Calcutta University Examinations for the two quinquennial periods 1892-93 to 1896-97 and 1897-98 to 1901-02. Taking the whole period of ten years it is seen that the total number of candidates for the Entrance Examination was 55,610 of whom 29,854, or 53·6 per cent., were successful. The average of success was slightly higher in the earlier period, being 54·4 per cent. against 53·1 per cent. of the later period. The fluctuation may possibly be due to the standard of the examination varying slightly from year to year, notwithstanding that the papers set by two examiners were submitted to revision by a Moderator; but, on the other hand, it is believed in many quarters that the teaching in High schools is deteriorating, and that insufficiently prepared candidates are more frequently sent up for the Entrance Examination than was formerly the case.

7. It further appears that the total number of candidates for the Entrance Examination increased from 23,173 in the earlier period to 32,437 in the later period, or by no less than 39·9 per cent. This is a very rapid growth. The number of candidates who have passed the examination has also increased, but the percentage of success is at a lower rate, *i.e.*, 53·1 per cent. The tendency seems to be for the percentage of passes to fall with the rapid increase in the candidates.

8. The next column in the statement shows the results of the First Arts Examination, which is intermediate between the Entrance and the B. A. Examination. It is noteworthy that the number of candidates for the F. A. Examination in ten years exceeded the number who matriculated during the same period by 260. The explanation of this fact is clear, and it shows that many students go up to the F. A. Examination time after time and indeed, continue to appear at it, until by a fortunate chance or accident they are able to pass it. The percentage of success at the F. A. Examination fell from 38·7 in the earlier period to 37·8 in the later period.

9. In the B. A. Examination the average of success was higher in the earlier than in the later period. In the M. A. the average of success remained almost constant owing, it would seem, to a practical uniformity in the standard. In Law the proportion of successful candidates slightly decreased in the second period; but in Medicine the decrease was very marked, the percentage of passes being 29·5 against 50·2 of the preceding period. It is only in Engineering that a slight improvement in the average of success is noticeable.

10. The Table shown as Appendix XXXVIII gives the number of students who passed at the Calcutta University Arts Examinations according to the class of management of colleges for the years 1891-92, 1896-97 and 1901-02. Comparing the figures for the three quinquennial years, it will be seen that the number of passes has increased at all the examinations, the increase being more rapid in the second year for the M. A. and the B. A. Only 2 candidates out of 12 from the Presidency College passed the B. Sc. in 1901-02. The number of students who passed the F. A. Examination increased rapidly in the last year.

11. It further appears that colleges under public management have maintained their superior position in all the years by educating large numbers of candidates for the highest degrees. Aided and Unaided colleges occupy a much lower position, as they turn out few students who possess the highest qualifications. The Presidency College, Calcutta, passed the largest number of candidates at the M. A. and the B. A. Examinations.

12. The Table numbered Appendix XXXIX gives the proportion of success for the different classes of colleges at the University Examinations in 1901-02. In the case of colleges under public management the average of success is highest for all the examinations except the M. A., in which Aided colleges show a slightly higher percentage. Aided colleges, also, have done well in the B. A. and the F. A. Examinations. Unaided colleges, on the other hand, show a percentage of passes as high as 34·1 at the F. A., but at the B. A. Examination the proportion has fallen to 19·1 per cent. The number of M. A.'s passing from these Unaided colleges in 1901-02 was only two out of the seven who went up. The number is too small to be of any use to calculate a percentage.

University Finance.

13. The Table numbered appendix XL gives the expenditure of the University of Calcutta for the two years 1896-97 and 1901-02.

COLLEGIATE EDUCATION.

The expenditure rose by Rs. 1,24,868, or by no less than 75·6 per cent.

Progress of Art Colleges.

14. The Table numbered Appendix XLI gives the attendance at English Arts colleges at the end of each of the eleven years 1891-92 to 1901-1902, together with the averages for the two quinquennial periods.

15. Taking the whole period of ten years, the total number of students has increased from 5,225 to 8,150, or at the rate of 56 per cent. In the decade ending 31st March 1897 the rate of increase was 74 per cent. The averages for the two quinquenniums also show results favourable to the later period, the increase being at the rate of 24·6 per cent. The proportion of students to boys of school-going age was one in 705 against one in 856.

General Statistics of Arts Colleges.

16. The table numbered XLII gives the general statistics of Arts colleges according to management, for the years 1891-92 and 1896-97 to 1901-02, together with percentages of increase or decrease in the number of colleges and of students.

17. On comparing the present figures with those of ten years ago, it is found that the number of colleges under public management has remained stationary, while that of aided colleges was almost stationary, showing slight variations only in 1897-98 and 1898-99. The number of students attending them advanced from 1,668 to 1,937 and from 1,097 to 1,672, respectively. Unaided colleges have gained largely in strength and attendance. The gain of six Unaided colleges is thus accounted for :—Of the 19 colleges returned as unaided in 1896-97, 3, viz., Arya Mission Institution, College Department, Calcutta Boys' School, College Department, and Century College, have ceased to exist. One, viz., La Martinière College for Girls, has received a grant-in-aid from Government and it has been transferred to the class of aided colleges; 8 newly-affiliated colleges have been added to the number already in existence; 1, viz., La Martinière for Boys, which had no college classes in 1896-97, has been shown in the returns as an unaided college; and 1, the Uttarpara College which was on the list of aided colleges in the previous quinquennium, has been transferred to the unaided list. The newly-affiliated colleges are (1) Hetampur, (2) Monghyr, (3) Pabna, (4) Bishop's College, (5) Bhumihar Brahman College, (6) C. M. S. College, (7) Comilla Victoria College and (8) Tangail Pramatha Manmatha College.

18. The number of aided colleges remained unaffected by the following changes :—The College Department of St. Paul's School, Darjeeling, has been abolished; the Uttarpara College has been transferred from the aided to the unaided list; and the Dublin University Mission College at Hazaribagh, and La Martinière College for Girls have each received a grant from the Provincial revenues, and they have been classed as aided institutions.

19. The table numbered XLIII gives the percentage of students in the several groups of Arts colleges, according to management, for each of the three quinquennial years and also for the years between 1896-97 and 1901-02.

20. The proportion of students in colleges under public management has shown a steady decrease from 32 in 1891-92 to 26 in 1896-97, and from 26 to 24 in 1901-02, or by 18·7 and 7·6 per cent., respectively. The proportion in aided colleges rose from 21 in 1891-92 to 24 in 1896-97; but it fell to 20 in 1900-01, and has since remained unaltered. It is in the unaided colleges that the proportion has gone on steadily increasing from 47 in 1891-92 to 56 in 1899-1900, at which figure it has remained stationary during the last two years of the quinquennium under report. The increase may be explained by the fact that unaided colleges charge a lower rate of fee, that even these low fees are frequently wholly or partially remitted in the case of promising students and that, also, they are not very particular in matters relating to discipline.

Classification of Arts Colleges.

21. The Table numbered XLIV classifies Arts colleges according to grade, and also according to management in each of the three quinquennial years.

First grade colleges teach up to the B. A. or a higher examination and usually to the M. A. standard, and second grade colleges up to the F. A. Examination only.

22. There has been an increase in both grades of colleges; but the first grade increased more rapidly in the earlier period and the second grade in the later period. In the two preceding quinquenniums, however, the second grade colleges remained stationary. The Government first grade colleges increased in number by one, while the second grade colleges decreased by the same number. This was owing to the elevation of the Sanskrit College, Calcutta, from the second to the first grade. There are no colleges maintained by Native States. The Midnapore College is the only Municipal college affiliated to the University. The number of aided first grade colleges has decreased by two, while that of aided second grade colleges has increased by the same number. Unaided colleges of both grades have increased in number, the increase being more rapid in the case of first grade colleges in the earlier than in the later period. In the previous quinquennial year, second grade colleges of the unaided class showed a loss of one institution, but in the quinquennial year under review the loss has been more than made up, there having been a net gain of two such colleges.

Expenditure on Arts Colleges.

23. The Table numbered XLV gives the expenditure on Arts colleges for the two years 1896-97 and 1901-02, according to its source, together with percentages of increase or decrease. The total expenditure increased by Rs. 74,805, or at the rate of 10 per cent., as compared with 5·7 per cent. in the preceding quinquennium. Expenditure from Provincial Revenues decreased by Rs. 78,067, or by 26·3 per cent. The decrease was shared both by colleges under public management and aided colleges. No money was spent from Local Funds, and the small sum of Rs. 588 represents the amount paid by the Midnapore Municipality in 1901-02 for the maintenance of the local college which is under its management. Expenditure from fees increased by Rs. 1,02,022, or 32·8 per cent., and "Other sources" by Rs. 50,262, or 35·6 per cent.

Expenditure from Public Funds on Arts Colleges.

24. The Table numbered Appendix XLVI gives the percentage of Direct expenditure from Public Funds on Arts colleges for 1901-02. Compared with the past five years, the contribution from Provincial Revenues has decreased by 26·3 per cent. The proportion of the contributions to the total Direct expenditure from this source also fell from 18·8 to 14·3 per cent.

Average cost of each Student in Arts Colleges.

25. The Table numbered XLVII gives the average cost of each student in Arts colleges, according to management, for the three years 1891-92, 1896-97 and 1901-02.

26. On comparing the present figures with those of ten years ago, the average cost is found to have decreased in all the different classes of Arts colleges, except unaided colleges in which it has increased. As between the first two quinquenniums, there was increase in the former in Government and Municipal colleges, the rate being greater in the latter than in Government colleges. The aided and unaided colleges show a considerable decrease in the cost of educating a student. In the last quinquennium, however, the average decreased in all the classes of colleges except unaided. The rate of decrease in the colleges under public management is far greater than that of the increase in the previous quinquennium. Aided colleges show a steady decrease in the average cost of educating a student.

27. The next Table, numbered Appendix XLVIII, gives the expenditure on an average from Provincial Revenues on each student in aided colleges for the three years 1891-92, 1896-97 and 1901-02. It will be seen that the average cost decreased almost continuously from Rs. 21 to Rs. 14.

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Fees in Arts Colleges.

28. The Table numbered XLIX gives the average rate of fees in Arts colleges according to management for the three years 1891-92, 1896-97 and 1901-02. The average fee-rate per student in colleges under public management rose steadily from Rs. 82-4 to Rs. 87-6 in the past ten years, the rate of increase being greater in the former than in the latter period. The proportion that fees bear to total expenditure also rose slightly in the first half of the period, but very considerably in the last half. Aided colleges show a rise of Re. 1-6 in the first half, but a fall of Rs. 7-8 in the last half of the period, the proportion rising and falling accordingly. In unaided colleges the fee-rate dropped in the first half of the period, but rose more rapidly in the last half.

29. In colleges under public management, the actual average fee-rates varied from Rs. 146 in the Presidency College to Rs. 34 in the Calcutta Madrasah.

Scholarships in Arts Colleges.

30. The next Table numbered L gives the expenditure on scholarships in Arts colleges according to the various sources for the two years 1896-97 and 1901-02. The total expenditure on scholarships increased by Rs. 8,298, or 8 per cent. The total expenditure in Arts colleges increased 10 per cent during the same period, so that expenditure on scholarships in these institutions nearly kept pace with the rise in the total expenditure. The increase under this head was solely due to a rise of Rs. 11,908, or 15·7 per cent. in the contributions from Provincial Revenues. The proportion to total expenditure on scholarships also rose from 42 to 45 per cent.

Employment of Indian Graduates.

31. As was remarked in the last quinquennial review, Indian gentlemen who have graduated either in India or in England are largely employed in the Education Department, either as Professors and Principals of Colleges, or as Inspectors. These appointments were formerly almost exclusively filled up by Europeans. The higher educational service is now divided into two distinct branches—the Indian and the Provincial. Of the 30 members of the former, 6 are natives of Bengal; and out of a total of 106 members in the latter service, 100 are Indians. In all Government colleges, except the Presidency College the majority of Professors are now natives of Bengal.

32. The special facilities for promotion formerly promised to Indian graduates of English and European Universities, and to Prem chand Roy chand students of the Calcutta University, have recently been withdrawn.

Oriental Colleges and Schools.

33. There is, properly speaking, no Oriental college in Bengal. Oriental learning is imparted in the Sanskrit College, the Calcutta, the Dacca and the Chittagong Madrasahs, as also in numerous *tols* and smaller Madrasahs all over the country. The Sanskrit College is a first grade Arts college, preparing candidates for the M. A. degree Examination in Sanskrit. The Calcutta Madrasah is affiliated only up to the First Arts Standard, and its students are taught in the Presidency College, and this college does not prepare students for the higher degree such as the M.A. degree of the Calcuttta University in Arabic and Persian, as possibly might have been arranged in order to enable the institution to fulfil its highest functions. Both have Oriental Departments attached, in which Oriental education of a very high order is imparted. The Sanskrit College is a purely Hindu institution, and chiefly Brahmanic. Special advantages in the shape of free studentships are enjoyed by 100 poor Hindu pupils, the amount of their school fees being paid half by Srimati Rajkumari Dasi, of the Mallik family of Calcutta, and half by the Maharaja of Cossimbazar. One hundred other pupils, who are sons of *bonâ fide* Pandits, enjoy the advantage of reduced fee allowed by Government. The Oriental Department of the Sanskrit College had 52 pupils on 31st March last, against 54 five years ago. Out of these, 45 were in the Title and 7 in the Vedic class. Students taking

their M. A. degrees in Sanskrit are given by Government the title of Shastri if they pass in the first class. The Vedic classes was founded by the Mohant of Tarakesvar, and is supported entirely from endowments. COLLEGIATE EDUCATION

34. The Calcutta Madrasah is purely a Muhammadan institution. The total number of pupils in the Oriental Department was 339 against 480 in 1896-97. Further details on this point will be found in the chapter on Muhammadan Education.

35. The first and second Sanskrit Examinations are now held by 19 Sabhas or Associations of Pandits at 22 centres, besides Dacca, where they are conducted by Government. At the last examination 655 and 352 candidates, respectively, were successful against 412 and 187 in 1896-97. On the results of the first examination Rs. 1,440 are annually paid from Provincial Revenues in monthly stipends to pupils, and Rs. 4,200 to teachers. The amounts for the second examination are Rs. 1,564 and Rs. 4,464, respectively. At the last Title Examination, 62 candidates passed and obtained the title of *Tirtha* in the various subjects. Rupees 450 and Rs. 900 are paid annually in rewards to pupils and teachers, respectively, on its results.

36. Besides awarding stipends and rewards on the results of examinations, Government pays Rs. 200 a month in small monthly stipends as subsistence allowance to deserving students of the *tols* at Navadwip, in the Nadia district, which is the chief seat of Sanskrit learning in Bengal. There are also three Government stipends of the value of Rs. 100, Rs. 50 and Rs. 60 awarded for life to three eminent Pandits, the first two being reserved for the first and second Pandits in Nyaya and the last for the first Pandit in Smriti. Some of the District Boards also make grants to *tols*.

37. Nor is private liberality behindhand in the matter of encouragement of Sanskrit learning. The oldest of the large endowments is that of a lakh of rupees by the late Babu Prasanna Kumar Tagore, C.I.E., from the interest of which a highly efficient *tol* is maintained at Mulajor, in the 24-Parganas district. The large endowment of Rs. 1,60,000 by the late Babu Bhudev Mukherji, C.I.E., who was a distinguished member of the Bengal Educational Service, which yields an income of Rs. 8,000 is devoted chiefly to awarding stipends and prizes on the results of the Sanskrit examinations. The Maharaja of Darbhanga grants Rs. 18,700 a year for the purpose of encouraging Sanskrit learning; while Srimati Annákáli Devi, of Cossimbazar, maintains the Berhampore Jubilee *tol*, which she founded, at an annual cost of Rs. 3,000. Last, though not least, is the Fellowship founded in connection with the Calcutta University by Babu Sri Gopal Basu Mallik, of Calcutta, of the annual value of Rs. 5,000, for the study of the Vedanta system of Philosophy. Mahamahopadhyaya Chandra Kanta Tarkalankar, late Professor of the Sanskrit College, is the first elected Fellow, and continues to lecture on the Vedanta.

Law Colleges.

38. The Table numbered LI gives the statistics of Law colleges and schools for the years 1891-92, and 1896-97 to 1901-02 :—

39. The number of colleges has remained unaffected since 1898-99, but that of pupils attending them has increased rather largely. Since 1896-97 the percentage of increase has been no less than 36. The Law colleges, which are mere Law departments of a few Arts colleges, advanced both in number and attendance in the three quinquennial periods, the advance being more rapid in the earlier than in the later period. There are no separate Law schools in Bengal.

40. The Table numbered LII gives the expenditure on Law colleges, according to sources, for the two years 1896-97 and 1901-02.

42. The two Tables numbered as Appendices LIII and LIV give the results of the University examinations in Law. The first (LIII) shows the figures for each of the six years 1896-97 to 1901-02; and the second (LIV) the figures arranged according to the management of the colleges for 1901-02. The figures for the examination for the Pleadership Certificate have not been included in these Tables.

42. In the five years there was only one successful candidate for the Degree of D.L., and three students competed for Honours in Law: but none were

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successful. The number of candidates as well as the number of passes at the B.L. Examination varied from year to year, the average of success being highest in 1897-98 and lowest in 1899-1900.

43. In the Table where the figures are arranged according to management, unaided colleges show the largest number of candidates. The percentage of success at private colleges is practically equal to that attained by colleges under public management.

44. The total expenditure fell by Rs. 18,982, or 53·6 per cent., notwithstanding that the attendance has increased by 36 per cent. The decrease was shared both by fees and "Other sources." The fall, however, is probably more apparent than real, as three out of the four large Law colleges in Calcutta, and another in the Mufassil, furnished no returns of expenditure. As the Law Lecturers of Government colleges are paid by fees, subject to a maximum of Rs. 2,400 in the year, there was no expenditure from Provincial Revenues on these classes.

Medical Colleges and Schools.

45. The Table numbered Appendix LV gives the statistics of Medical colleges and schools for the years 1891-92, and 1896-97 to 1901-02.

46. The number of colleges has remained unchanged, but that of students attending them steadily increased, more rapidly in the earlier period. The number of schools remains the same as in the first year, but the attendance of students has increased from 1,035 to 1,316, or by 21·3 per cent. In the second year (1896-97), however, there was an increase of one school and of 447 pupils.

47. The Table numbered Appendix LVI gives the expenditure on Medical institutions according to sources for the three years 1891-92, 1896-97 and 1901-1902.

48. Taking the whole period of ten years the total expenditure decreased by Rs. 1,04,547, or 34·2 per cent. In the earlier period there was an increase of Rs. 22,363, but in the later a decrease of Rs. 1,26,910, or 38·7 per cent. The decrease was shared both by Provincial Revenues and Fees. The cause of this decrease is not very clear. It is possible it may have been brought about by the replacement of senior Professors high up in the Service by junior ones: but the fact requires further investigation. The Medical College is, however, now not under the Education Department.

49. The Calcutta Medical College is the only affiliated Medical college in Bengal. It had 595 pupils on 31st March 1901, viz., 505 regular students, 78 Military pupils and 12 attending the female certificate class. The examination results were satisfactory, 267 candidates having been successful at one or other of the University Examinations out of a total of 599, *i.e.*, 44·57 per cent.

50. The College fees of general Medical students were raised last year from Rs. 70 to Rs. 96.

51. The average cost per student for Military students was Rs. 952, and that for other students was Rs. 144.

52. During the last year sanction was accorded for the construction of buildings for the Physiological, Pathological and Bacteriological departments, for which a sum of three lakhs of rupees has been allotted by the Government of India; while the Bengal Government has decided to construct a block of quarters for nurses, which will set free a portion of the Eden Hospital for patients, and other buildings for general purposes. The acceptance by Government of a liberal donation from Rai Amrita Lal Mitra Bahadur for the construction of new out-patient rooms for the Opthalmic Hospital will promote the successful practice and teaching of Opthalmic Surgery.

53. There were four Government Medical schools in the past year against the same number in the previous quinquennium. The average number of pupils in them was 694—649 males and 45 females. One hundred and twelve pupils passed the final examination. One female pupil was successful from each of the Temple and the Orissa Medical Schools, while 50 per cent. of the female candidates passed from the Campbell Medical School. The total cost was Rs. 85,710, and the average cost per pupil Rs. 105. At the examination for Compounders held last year 42 males and 1 female passed at the Campbell School centre, 16 being pupils of the school; 23, including 21 trained at the

Dacca Medical School, passed at the Dacca centre; while 83 per cent. of the students of the Compounder class in the Orissa Medical School passed at the Cuttack centre, besides 7 outsiders. The Temple Medical School at Patna has furnished no returns of this examination.

54. Four unaided Medical institutions were reported, all from Calcutta, against the same number in 1896-97, one of them being a Homœopathic School. Of the three Allopathic institutions, one, viz., the College of Physicians and Surgeons, claims to teach a course almost equal to that of the L.M.S. Examination of the Calcutta University. The Calcutta Medical School is the oldest of the three. The authorities of the school have lately attached to it a hospital, named the Albert Victor Hospital. There were 454 pupils on 31st March 1902 in the three Allopathic schools, and the total expenditure in two of them was Rs. 18,459, of which Rs. 5,261 was met from fees, and Rs. 13,198 from other sources.

55. The Table numbered Appendix LVII gives the results of the University examinations in Medicine for the six years 1896-97 to 1901-02. As the system of Medical examinations is both complicated and variable, it is almost useless to minutely analyse these figures. They do not appear to show much progress. During the six years no students have taken the Degree of M. D., while 18 students only have taken the Degree of M.B. Last year, at the first M.B. Examination only 9 passed out of 27 candidates, and for the L.M.S. Examination there has been a decided decline in numbers.

CHAPTER V.—SECONDARY EDUCATION.

Scope of Chapter.

SECONDARY EDUCATION.

This chapter deals with schools giving secondary education of both classes—High and Middle High English schools teach up to the Matriculation standard of the Calcutta University, and Middle schools, subdivided into Middle English and Middle Vernacular, prepare the pupils in them for the Middle Scholarship Examination, which is held by the Education Department. This is an intermediate examination between the Matriculation and the Upper Primary Scholarship Examination.

2. The introduction of the new system of vernacular education into Government and aided High English schools has placed the lower classes, from class V downwards, on a vernacular basis, so that they have now in them from the fifth class all the classes of a Middle school in which English is taught only as a second language, the teaching in the other subjects being conducted through the medium of the vernacular. Classes VII and VIII in High schools, and classes III downwards in Middle schools which have adopted the new vernacular education scheme, also correspond to classes in the Primary schools.

General Statistics of Secondary Schools.

3. The statistics of Secondary schools for boys, together with percentages of increase and decrease for each of the three quinquennial years 1891-92, 1896-97 and 1901-02, are compared in the two Tables which are numbered as Appendices LVIII and LIX.

4. English schools have increased in the ten years from 1,195 to 1,481 and the number of pupils in them from 135,934 to 191,648, the rate of increase being greater in the earlier than in the later period.

5. In purely Vernacular Secondary schools there has been a decrease both in number and attendance, the rate of decrease being 14 per cent. in the former and 18 per cent. in the latter period. The large decrease is explained partly by the fact that many Middle Vernacular schools have been converted into Middle English schools, because the students who have passed from the vernacular institutions at the Middle Scholarship Examination can no longer get themselves admitted into Medical and Survey schools, or to the Muktearship examination.

6. The Table headed Appendix LX gives the number of pupils in all classes of Secondary schools for boys for each of the six years 1896-97 to 1901-02.

7. The number of pupils in all classes of Secondary schools rose in five years from 218,739 to 244,992, or by 12 per cent. It is interesting to note that the rate of increase was 2 per cent. in each of the first two years and 3 per cent. in the third year, but it suddenly dropped down to 1 per cent. in the fourth year, to rise again to 3 per cent. in the last year of the quinquennium. As, however the fluctuations, taken as a whole, indicate progress, the result is clearly satisfactory.

8. The Table numbered LXI gives the classification of pupils in Secondary schools for boys according to stages of instruction, together with the proportion in each stage, for each of the five years 1896-97 to 1901-02.

9. The number of pupils in the high stage (*i.e.*, studying for the Matriculation or a similar examination) has advanced from 27,829 to 35,128, or by 26·2 per cent., the proportion of those in the high stage to the total number also showing an increase. In the Middle and the Upper Primary stage there has been a considerable increase both in the number and in the proportion to the total. In the higher subdivision of the Lower Primary stage the number of pupils has risen from 81,840 to 84,586, or at the rate of 3·3 per cent., but the proportion to the total number of pupils has gone down from 37·4 to 34·5. In the lower subdivision, that is, in the case of the most elementary pupils, however, there has been a decrease both as regards number and percentage.

The majority of these facts indicate the desire of the people for continually increasing standards of education, and that they are not satisfied with the lower standards as was formerly the case.

10. It will be further seen from the Table that the increase noticed above was very rapid only in the case of the High and Middle stages in the last year of the quinquennium, whereas in the Upper Primary stage the rate of advancement was almost uniform over the whole period. The variations in the two sections of the Lower Primary stage are mainly due to fluctuations in attendance in Primary schools, which readily find an explanation in such depressing causes as financial strain, high prices, malarial fever, plague and other diseases of an endemic or epidemic character.

11. The Table headed LXII gives the comparative statistics of pupils in Secondary schools for boys in High and Middle stages for the years 1891-92 and 1896-97 to 1901-02, together with their proportion to the number of boys of school-going age, estimated at 15 per cent. of the total male population.

12. In the ten years from 1891-92 to 1901-02, the total number of pupils in the High stage has increased from 26,600 to 35,128, but the rate of increase is not evenly distributed. In the earlier period it was 4·6 per cent., and rose to no less than 26·2 per cent. in the later period. This high percentage in the later period is chiefly due to the very rapid increase of High English schools both in number and attendance (due largely to the great facility with which such schools have been lately recognized by the Calcutta University) which has been noticed previously.

13. In the middle stage the rate of increase was 2·5 per cent. in the earlier period, but 14·3 per cent. in the later period.

14. The figures in the columns showing the number of boys of school-going age, of whom one was in the High or the Middle stage in each year, show satisfactory progress both in the matter of the spread of education and also in the rather rapid elevation of the standard of education. This increase has, as might be expected, been more rapid in the later than in the two earlier periods under review.

15. The Table shown in the Appendix as LXIII gives the number of boys in both High and Middle stages for the years 1891-92 and 1896-97 to 1901-1902, together with their proportion to the male population of school-going age, reckoned at 15 per cent. of the total male population. In it the figures for the High and Middle stages have been added together. It will be seen that the proportion of the total number of boys in the two stages has increased in ten years from 1·31 to 1·52. The increase is moderately satisfactory, and is due to causes already explained. It may also be noted that the rate of increase has been more rapid in the later than in the earlier of the two periods under review.

16. The Table numbered Appendix LXIV shows the statistics of all English schools according to management for the years 1896-97 to 1901-02.

17. The total number of English Secondary schools for boys and that of the pupils attending them steadily increased from 1,335 to 1,481 and from 153,298 to 191,648, or by 10·9 and 25·0 per cent., respectively. Government schools show a slight decrease ; but the pupils in them advanced from 14,446 to 15,313, or at the rate of 6 per cent. The District and Municipal Board schools show a satisfactory increase in both respects, the rate of increase being 59 per cent. in the number and 56 per cent. in the attendance. The figures for schools under the management of Native States for the year 1896-97 are not available, and hence they cannot be compared. The increase both in number and attendance in aided schools has been at the rate of 3 and 14 per cent., respectively, while the increase in the number of unaided schools has been 95, or by 22 per cent., and 22,740, or by 41 per cent. in the attendance. Thus there has been satisfactory progress all round in the quinquennium under review.

18. The figures given in the Table numbered Appendix LXV for 1901-02 are shown in the statement separately for High and Middle schools with percentages of increase or decrease.

19. The total number of High schools has increased by 36 per cent. and the number of pupils in them by 46 per cent., while only the number of pupils in Middle schools has decreased by ·4 per cent.

20. The Table shown in the Appendix numbered LXVI gives the average number of pupils in all Secondary schools for boys for the whole Province, and

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also according to management of the schools for the two years 1896-97 and 1901-02.

21. The average attendance in High English schools has risen from 213 to 228, while that in Middle English and Middle Vernacular schools has fallen from 74 and 57 to 73 and 55, respectively. According to management Government and Board High and Middle English schools have increased in strength, while the Middle Vernacular schools show a decrease. This, however, is very slight in the case of the institutions managed by Government. Aided High English schools also show a higher average of attendance, but aided Middle English and Middle Vernacular schools have both dropped in this respect. In unaided Middle English schools the average strength has slightly improved, but in both High English and Middle Vernacular schools of this class the attendance has gone down.

22. The Table shown as Appendix A as part of Table LXVI gives the average number of pupils in Secondary schools for each of the years 1896-97 to 1901-02.

23. In High English schools the average strength went on increasing steadily until 1900-01, in which it fell but it rose again slightly in the following year. The average attendance in Middle English schools appears to have risen and that of Middle Vernacular schools to have fallen by a kind of compensating action in all the years except 1900-01, in which the attendance remained unchanged in schools of the latter class.

24. The Table numbered LXVII gives the percentage of pupils in daily attendance in all English Secondary schools arranged according to management for the years 1891-92 and 1896-97, to 1901-02. The percentage has been obtained by dividing the average daily attendance by the average monthly roll number.

25. The figures for Government and Board institutions indicate a considerable improvement. In aided English Secondary Schools the percentage rose from 76 in 1891-92 to 79 in 1896-97, and was maintained in 1901-02 also, while in the unaided schools it remained practically stationary.

The Teaching of English in Secondary Schools.

26. The Table given as Appendix number LXVIII shows the number of pupils in English Secondary schools for boys, both High and Middle, who were learning English in the years 1896-97 to 1901-02.

27. The proportion of pupils in English Secondary schools learning English steadily increased in the first four years of the quinquennium from 85·2 to 87·8. In the last year, however, it dropped to 85·5 per cent., which is a little higher than the percentage of the preceding quinquennium. This drop may, probably, be due to the boys in quite the lowest class of these schools having ceased to learn English in accordance with the recent orders of Government.

28. The Table numbered Appendix LXIX gives the total number of pupils learning English in all public institutions for boys, except colleges and Special schools, together with the number of boys of school-going age, of whom one was learning English in the years 1896-97 to 1901-02.

29. The total number of pupils learning English has steadily increased in five years from 142,620 to 177,181, or by 24 per cent., while the number of boys of school-going age, of whom one was learning English, has decreased from 38 to 31, or at the rate of 22 per cent. This clearly shows that the study of English is becoming more and more popular every year, and that the recent orders of Government above alluded to can only have affected the pupils just commencing their education or those in quite the lowest classes of the schools.

Vernacular Secondary Schools.

30. The Table shown as Appendix number LXX compares the statistics of Vernacular Secondary schools for boys, classified according to management, for each of the years 1896-97 to 1901-02.

31. During the last five years the total number of Vernacular Secondary schools has decreased from 1,140 to 970, or by 14·9 per cent., and the number of pupils in them from 65,441 to 53,344, or at the rate of 18·4 per cent. The conversion of many schools of this class into English Secondary schools, for reasons stated before, accounts for the fall noticed here.

32. When considered according to management, the number of schools under Government has decreased in five years from 37 to 19, or by 48·6 per cent. The decrease has been brought about by the transfer of a few more schools of this class to the control of local bodies. District and Municipal Board schools, on the other hand, show a gain of 8 schools in 1900-1901 over 149 in 1896-97; but in the quinquennial year under notice they have lost as many institutions, so that there has been neither gain nor loss in the two periods. Schools managed by Native States have decreased from 15 in 1897-98 to 9 in 1901-02. Aided and unaided schools have both decreased in number, the former from 811 to 698 and the latter from 143 to 95. The cause of the general decrease in the number as well as in the attendance of Vernacular Secondary schools has already been explained.

Examinations in Secondary Schools.

33. There are two sets of annual examinations to test the work done in Secondary schools. The University conducts the examination at the close of the High School course, and the Department arranges for the examination of the Middle Schools.

Results of Matriculation Examination.

34. The Table shown as Appendix number LXXI compares the number of schools which sent up candidates and the number of pupils who passed the Entrance Examination during the years 1891-92 and 1901-02.

35. Competing schools show a steady increase in number, the rate of increase being 7 per cent. in the earlier period and 26 per cent. in the later period. But the number of passes decreased in the later period by of 0·3 per cent., although in the earlier period the percentage of increase in the success rose as high as 69. The decrease is possibly due to unavoidable alterations in the standard of the examination, but it is also believed that the standard of teaching in the High Schools is not so good as was formerly the case.

36 The Table shown as Appendix number LXXII gives the results of the Matriculation Examination for the year 1901-02 according to the class of management of the schools.

37. Out of a total of 5,675 candidates 2,856, or 50·3 per cent., passed. The average of success in the preceding quinquennial year was 59·4 per cent. and in 1901-02 34·8 per cent. In schools under public management, the percentage of success was highest, being 65·2, while it fell to 56·7 in aided and to 41·3 in unaided schools. The average of success in the case of private students was 35·1 per cent.

Results of Middle School Examinations.

38. The Table shown as Appendix LXXIII gives the results of the Middle School examinations in 1901-02, according to the management of the schools.

39. The number of competing schools was 1,584, against 1,842 of the preceding quinquennial year. The number of candidates decreased from 8,062 to 6,029, or by 25 per cent., but the average of success increased from 57·2 per cent. to 66 per cent.

40. Schools under public management show the best results, having passed 75·2 per cent. of the candidates against 68·2 per cent. of the previous period. Aided schools come next with a percentage of 67·1 against 61·7

Expenditure on English Secondary Schools.

41. The Table shown as No. LXXIV gives the expenditure on English Secondary schools for boys, according to the sources from which the income is derived, for the two years 1896-97 and 1901-02.

42. The total expenditure equalled Rs. 33,95,418 and had increased by Rs. 3,87,346, or 13 per cent., against 16 per cent. in the preceding period. The expenditure from Provincial Revenues decreased by 6 per cent., against an increase of 13 per cent. in the previous quinquennium. In aided schools the rate of decrease in the expenditure from Provincial

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Revenues is exactly equal to the percentage in the increase in rate in the preceding period. The amount spent on aided schools in the past quinquennium was, therefore, less than that which was spent in the former period. Expenditure from this source on schools under public management shows very great variation, the very high rise of 20 per cent. of the former period being more than extinguished in the latter, in which there was a decrease of 5 per cent. Local and Municipal Funds show a slight decrease of Rs. 580, or 0·4 per cent., against 11 per cent. in the former period. Fees and "Other sources" show steady and satisfactory increase in the actual expenditure, although the rate decreased 4 per cent. in the case of the former. The actual amounts of increase in the expenditure are Rs. 2,30,681 and Rs. 1,78,059, respectively.

43. A large number of Secondary schools receive grants-in-aid. Three years is the maximum period for which a grant-in-aid to a school is ordinarily sanctioned. At the expiration of the term of grant to a school it is revised, and unless the efficiency of the school is likely to be affected prejudically, the grant-in-aid is liable to reduction on renewal. By this reduction money is set free, which is utilized in aiding other schools. In this way the number of schools which are aided from the Grant-in-aid Fund is increasing year by year at a rate which is greater than the increase in the amount of the Fund itself.

44. District Boards administer their grant-in-aid funds in the same way as the Department. Municipalities, on the other hand, have no system of aiding Secondary schools corresponding to the grant-in-aid system described above.

Expenditure on Vernacular Secondary Schools.

45. The next Table numbered LXXV gives the expenditure on Vernacular Secondary schools for boys, according to the sources from which the increase is derived, for the two years 1896-97 and 1901-02.

46. The amount spent on these schools was Rs. 4,00,820. This represents a heavy decrease in the total expenditure as well as in that derived from all the different sources, except Local Municipal Funds, under which the amount of the fall was only 8 per cent. Taking the different sources of expenditure the decrease was greatest under Provincial Revenues, especially in schools under public management, in which it equalled 53 per cent. This decrease was very marked, as it compared against an increase of 41 per cent. in the preceding quinquennium. Contributions to aided schools of this class also decreased considerably, the fall being 12 per cent. under Provincial Revenues and 8 per cent. under Local Funds.

47. As has been stated in previous Annual Reports, vernacular Secondary schools are clearly and rapidly fast losing ground both in numbers and in attendance, and also in general financial resources and results.

Analysis of Expenditure on Secondary Schools.

48. The two following Tables give, as shown in Appendix LXXVI, the average cost of a Secondary school for boys, and in Appendix LXXVII the average cost of each pupil in such schools for the two years 1896-97 and 1901-02.

49. The average cost of a High school declined from Rs. 5,383 to Rs. 4,802, or by Rs. 581, *i.e.*, by 10·7 per cent.; that of a Middle English school declined by Rs. 74, or by 7·7 per cent.; while that of a Middle Vernacular school rose from Rs. 406 to Rs. 413, or by Rs. 7, *i.e.*, by 1·7 per cent. In the first two classes of schools the average cost per boy decreased by Rs. 3 and Re. 1, respectively, while in the last-named it rose by Re. 0·7.

50. The next Table, shown as Appendix LXXVIII, gives the percentage of Direct Expenditure from Public Funds on Secondary schools for boys for the year 1901-02. The following Table, numbered as LXXIX, gives the percentage of the expenditure on Secondary schools for boys that was derived from Private Funds for the years 1891-92, 1896-97 and 1901-02.

51. The proportion in English schools has been increasing at the rate of 2 per cent. in each of the two quinquenniums: that in Vernacular schools, increased in the former, but decreased in the latter period.

Fees in Secondary Schools.

52. The Table shown as Appendix LXXX gives the incidence of fees per pupil in Secondary schools for boys, both English and Vernacular, for the whole Province, and according to management, for the two years, 1896-97 and 1901-02.

53. For the whole Province the incidence of fees per pupil shows a decrease in English High schools by Rs. 3·4 and in Middle schools by Re. 0·7, while in Middle Vernacular schools the proportion provided by fees increased very slightly, or by Re. 0·1.

54. One large source of the decrease in the incidence of fees is to be found in the fact that in unaided High schools, there has been a reduction of the annual fees from 1896-97 to 1901-02 by Rs. 4·3. This represents a very considerable decrease, showing how the starting of rival schools has caused a reduction of fee rates, and what is probably also inevitably the case, a loss of standard or efficiency.

55. When criticised according to management, the incidence of fees was greatest in schools under Government management, both English and Vernacular, in the earlier period. In the latter period the remark held good in regard to English schools only. In Vernacular Secondary schools the highest rate of fees per head on an average was paid by pupils of aided schools of this class.

Scholarships in Secondary Schools.

56. The Table which is given as Appendix LXXXI shows the expenditure on scholarships in Secondary schools according to the sources from which the income is derived for the years 1901-02.

57. The total expenditure on scholarships was Rs. 82,880, and had decreased by Rs. 156 only, and the percentage of total expenditure on scholarships remained the same, viz., 37. There was a decrease of Rs. 2,918 in the contributions from Provincial Revenues, while that from each of the other sources increased. These scholarships are of three different classes, having different money values. The Upper Primary scholarship is worth Rs. 3 a month and tenable ordinarily, in Middle schools for two years; the Middle Vernacular scholarship worth Rs. 4 a month, tenable for four years, and the Middle English scholarship worth Rs. 5 a month and tenable for three years are both held in High schools. The amounts of all these scholarships are paid from Provincial Revenues on bills passed by Divisional Inspectors of Schools, who also award them on the results of the Upper Primary, Middle Vernacular and Middle English examinations. There are altogether 300 Upper Primary and 300 Middle scholarships, there being no separate budgetted amounts for Middle English and Middle Vernacular scholarships.

CHAPTER VI.—PRIMARY EDUCATION.

Scope of Chapter.

PRIMARY EDUCATION.

The present chapter treats of Primary schools proper, *i.e.*, those Elementary schools for boys of the agricultural classes that have adopted the standards prescribed by Government with the object of providing such children with some knowledge of reading, writing and arithmetic, a few elementary facts about hygiene and sanitary sceince and similar simple but useful subjects. These institutions are divided into two classes, viz., the Upper and Lower Primary schools, according as they teach a higher or a lower standard of the Primary course.

General Statistics of Primary Schools.

2. The Table numbered as Appendix LXXXII gives the comparative statistics of Primary schools for boys for the years 1891-92 and 1896-97 to 1901-02, together with percentages of increase or decrease.

3. During the ten years the total number of Primary schools decreased from 48,587 to 45,922, or at the rate of 5·4 per cent.; but the total number of pupils in them increased from 1,123,560 to 1,212,356, or by 7·9 per cent. This shows that the strength of each Primary school is growing in a most satisfactory way. Looking at the columns of percentage of increase and decrease it is seen that the number of schools increased by 2 per cent., and that of pupils by 10·7 per cent., up to the second quinquennial year. But in the third quinquennial year, *i.e.*, in the year under review, there has been a loss of schools and pupils at the rate of ·7 and 1·4 per cent., respectively. That is to say, the decrease in the number of schools has been accompanied by an increase in the attendance at each individual school or, to put it shortly, small schools have been disappearing with the probable result that the greater number of pupils at such schools have been transferring themselves to the larger and more satisfactory schools.

4. The Table numbered as Appendix LXXXIII gives the number of pupils in Primary schools for each of the six years from 1896-97 to 1901-02, together with the figures for 1891-92 for comparison. It clearly shows the changes that took place in each year of the later period of the quinquennium under notice. In the first year there was a decrease by 3 per cent., while in the second year there was an increase by 2 per cent. In the next three years the changes appear to have been more varied, if not altogether irregular, in view of the causes already adverted to.

5. The number of students reading in these Upper and Lower Primary schools in 1901-1902 represents 21 per cent. of the boys of school-going age according to the last Census, the school-going population being taken as usual at 15 per cent. of the male population.

6. It is difficult to account altogether for the diminution in the number of Primary schools, and to a smaller extent in the number of Primary scholars as compared with 1896-97. In certain districts it is undoubted that the diminution is largely due to more accurate registration in recent years, but this will not account for the whole. Distress or strain of any kind (both financial and agricultural) among the people such as may be due to failure of crops would account for another considerable part; but it would also appear that the old style of Primary education does not appeal so much to the masses as was formerly the case. It is to be hoped that the new codes of Vernacular and Primary education, together with the new conditions of subsidising and improving Primary schools which are now coming into force will have the effect of materially improving Primary education.

Stages of Primary Instruction.

7. The next Table shown as Appendix LXXXIV gives the number of pupils in each of the primary stages in all boys' schools, Secondary and Primary,

for the years 1896-97 and 1901-02, together with the percentage of pupils in each stage to the male population of school-going age (15 per cent. of the total male population).

8. The number of pupils in the Upper Primary stage advanced from 78,995 to 94,931, or at the rate of 20·1 per cent., while that in the Lower Primary stage (B) declined from 348,032 to 312,845, or by 10·1 per cent. The increase in the Upper Primary stage is satisfactory, as it shows there is a marked tendency for Indian children of the lower classes to continue their education for a longer term than was formerly the case. The figures representing the percentage to school-going population follow the totals already noticed.

9. The next Table numbered LXXXV gives the classification of pupils in primary stages according as they attend Secondary or Primary schools for the two years 1896-97 and 1901-02.

10. In five years the number of pupils in primary stages who attend Secondary schools has increased by 12,359, or at the rate of 8·5 per cent., and their proportion to the total from 10·4 to 11·5 per cent.; while the number of pupils who are in Primary schools has decreased from 1,243,331 to 1,212,102, or by 2·5 per cent., there being at the same time a corresponding fall in the proportion to the total. As the instruction imparted in the lower forms of Secondary schools is practically equivalent to that given in Primary schools, the pupils who wish to continue their studies up to the University Standard usually do not attend a Primary school proper. These figures also confirm the statement made in previous Annual Reports that there has been a marked tendency for Bengali parents in recent years to send their children to Vernacular schools where English is taught, for English is now a subject of instruction in the great majority of Secondary schools.

11. The Statement numbered LXXXVI shows the number of boys in primary stages for each of the three years 1891-92, 1896-97 and 1901-02, together with the proportion which that number bears to the male population of school-going age, estimated at 15 per cent. of the total male population.

12. The figures in Table LXXXVI are as accurate as the circumstances of the case will allow. The calculation of the first periods is based on the old Census figures, and those of 1901-02 on the more recent figures. They are not, therefore, strictly comparable, as they tend to elevate the figures of 1896-97 and to depress comparatively those of 1901-02. The Table, however, shows that the proportion of pupils in primary stages of instruction has increased in the ten years from 22·30 to 23·17 per cent. of the estimated male population of school-going age, the rate of increase being higher in the earlier than in the later period.

Primary Schools According to Management.

13. The Table shown as Appendix LXXXVII gives the number of Primary schools and their pupils according to management for the years 1896-97 to 1901-02, together with percentages of increase or decrease.

14. The total number of schools has, as already stated, decreased in the five years by 7·5 per cent., and the total number of pupils by 2·5 per cent. In the preceding quinquennium there was an increase both in number and attendance at the rate of 2·1 and 10·7 per cent., respectively.

15. In the last ten years the total number of Government schools and that of the pupils in them have fallen by 65 and 74 per cent., respectively, the drop being lowest in 1900-01. Board schools also show a decrease in number, but it is slight. The statement is incomplete in regard to schools managed by Native States, and the figures cannot, therefore, be compared. In aided and unaided Primary schools for boys, also, there has been a decrease both in number and attendance, the rate being, respectively, 7 and 2 per cent. in the case of the former and 19 and 9 per cent. in the case of the latter. These figures are, undoubtedly, partly accounted for by the fact that the past five years have been, to a great extent, a period of financial strain and severe economy in all spending departments of Government and of distress among the people, due to plague and other causes. Any curtailment of expenditure or trouble among the people will, naturally, be followed by a falling-off in the number of pupils under education.

PRIMARY EDUCATION.

16. The Table numbered LXXXVIII shows the average number of pupils in each class of Primary schools, according to management, for the three quinquennial years 1891-92, 1896-97 and 1901-02.

17. The average strength of a Primary school has increased in the last ten years from 21 to 26, but the increase was greater in the earlier period than in the later one. Government schools show a decline in attendance; but their number is so small that they may be left out of account, and there has been a general rise in the other classes of Primary institutions, the increase being steady in the aided class.

18. Compared with the previous quinquennium, Government and Board schools contain a smaller number of pupils than was formerly the case, while in the aided and unaided schools the numbers in each school have increased. The number of schools under Native States in the two years 1891-92 and 1896-97 cannot be ascertained.

General Remarks on Primary Schools.

19. It has been already stated that the total number of pupils in Primary schools has, in the last ten years, increased by 7·9 per cent. The increase is shared by all the Divisions except Orissa and Chittagong. The decrease in Orissa is due to the exclusion from the Gurjat returns of all the schools and pupils of Angul and Khondmals on their formation into a separate district in 1893-94. In Chittagong the decrease is stated to be explained by the fact that the Muktab pathsalas have not been sufficiently encouraged "at the distribution of the bounties from the public funds."

20. Government Primary schools have decreased from 23 to 8. So many as 18 schools which were set up in the district of Angul in Orissa for the benefit of the aboriginal races have been transferred to the list of aided Primary schools; and 3 new schools have been started in the district of Champaran to teach the children of the Maghaiya Doms, one of the criminal tribes inhabiting that district. The other Primary school managed by Government is at Dehri-on-Sone, also in the Patna Division, which is maintained for the children of the employés of the local Engineering workshop belonging to Government.

21. Board schools have decreased from 18 to 17 and the pupils in them from 794 to 628, or by 20·9 per cent. Of the 17 schools, 9 are managed by District Boards and 8 by Municipal Boards. The latter, as might be expected, are much better attended.

22. Aided schools have declined from 36,709 to 33,881, or by 7·7 per cent., and the pupils attending them from 1,012,757 to 991,896, or at the rate of 2 per cent., but their average strength has risen from 27 to 29. This decrease in the number of schools is, as has been already said, due mainly to the elimination of weak schools.

23. Unaided schools have decreased from 13,900 to 11,144, or at the rate of 19·8 per cent., and the number of pupils in them has declined from 229,551 to 207,154, or by 9·7 per cent. Their average strength, however, has risen from 16 to 18.

Primary Examinations.

24. In Bengal two different series of examinations have hitherto annually been held to test the progress of pupils in the Upper and the Lower Primary stages. On the results of these examinations scholarships to successful candidates are awarded. The examinations are conducted under the orders of the Divisional Inspector. The Tables numbered LXXXIX and XC give the results for boys only of the Upper and the Lower Primary Scholarship Examinations, according to management of schools, in 1901-02.

25. Comparing the totals of the year under review with those for 1896-97, it is seen that in the Upper Primary Scholarship Examination there has been an increase in the numbers of competing schools and candidates, but a decrease in the percentage of passes; while in the Lower Primary Scholarship Examination there has been a marked increase under all the heads. It further appears that schools under public management show the highest percentage of success in the Upper as well as in the Lower Primary Scholarship Examination, the result being different in the preceding quinquennial year.

26. Besides scholarships, pass certificates are given on the results of the Primary Scholarship Examinations. No school can compete for scholarships of both grades. Pupils in the third-class of Upper Primary schools must pass the Lower Primary Scholarship Examination as a condition of promotion to the second-class and of subsequent admission to the Upper Primary Scholarship Examination. The Upper Primary Scholarship Examination is conducted by the Divisional Inspector of Schools. For the Lower Primary Scholarship Examination, which is conducted by the District Board, a uniform set of question-papers is prepared for each Division by the Inspector, who also fixes the dates of this examination. No change has been made since 1896-97 either in the Upper or in the Lower Primary course.

Expenditure on Primary Schools.

27. The Table numbered as Appendix XCI gives the expenditure on Primary Schools for Boys according to the source from which the income is dervied for the years 1896-97 and 1901-02, and the percentages of increase or decrease. The total expenditure increased by Rs. 1,66,020, or 6 per cent. only, as compared with an increase of 12 per cent. in the preceding period. Provincial Revenues show a decreased expenditure of Rs. 44,439, or 26·9 per cent. The decrease of expenditure from Provincial Revenues is shared both by aided schools and those under public management. Expenditure from Local and Municipal Funds increased by Rs. 70,866, or 13·8 per cent., and by Rs. 1,438, or 2·6 per cent., against 15 and 224 per cent., respectively, in the preceding quinquennium. Expenditure from Fees shows an advance of Rs. 1,13,421, or 6·5 per cent., against 10 per cent. of the preceding period. This continued increase in the expenditure from Fees is noticeable, as it probably shows three things—(1) increased efficiency in the matter of the collection of such statistics by the Inspecting officers, (2) increased willingness on the part of the parents and guardians of pupils to pay fees for the education of their children, and (3) probably that the necessities of the life of gurus in the way of increased expenses are forcing them to collect larger fees from their pupils. "Other sources" of expenditure also show an advance of Rs. 24,734, or 5·8 per cent. Comparing the figures with those of the previous ten years, the proportion of the total expenditure borne by Fees and "Other sources" has both declined, the former from 61·2 to 60·4 per cent., and the latter from 15 to 14·7 per cent.

28. The two Tables show, the first numbered as Appendix XCII, the average cost of a Primary School for boys; and the second numbered XCIII, that of a pupil in such school for each of the three years 1891-92, 1896-97 and 1901-02, giving separately the cost from Public and Private funds. Table XCIII also gives the average number of pupils in each school. There was a rise in the average cost per school, both from Public and Private funds, in both the quinquenniums. It occurred side-by-side with a rise in the average number of pupils in a school. The cost of a school depends on the number of its pupils, other things remaining the same. Hence the rise in average cost per school is justified by the rise in the number of pupils per school. The percentage of increase in expenditure was 9·4 in the earlier and 14 in the latter period, while that in the number of pupils was 9 and 4, respectively. The rise in expenditure per school in the latter period was, therefore, greater than that in the earlier, and far greater than that in the number of pupils. The average cost per pupil was considerably greater last year than it was ten years ago. Comparing the two quinquenniums, it remained the same in the earlier but increased by 17 per cent. in the latter period.

29. The next able, numbered XCIV, gives the percentage of Direct expenditure from each class of Public Funds on Primary schools for boys for the years 1896-97 and 1901-02. It has been seen above that the total expenditure from Provincial Revenues on Primary schools decreased in the last quinquennium, while that from the Local and Municipal Funds increased considerably. Here, again, it is found that the percentage of Direct expenditure on these schools from the former decreased, while that from the Local and Municipal Funds increased.

Fees in Primary Schools.

PRIMARY EDUCATION.

30. It has been seen above that the percentage of the total expenditure borne by Fees declined from 61·2 to 60·4 during the past quinquennium. It can now be shown that the incidence of fees per pupil increased on the average The following Table, numbered as Appendix XCV, gives the average Fee expenditure per pupil in Primary schools for boys according to management for the two years 1896-97 and 1901-02. In the case of schools under public management the average Fee expenditure had increased from Rs. 0·45 to Rs. 0·78; in aided schools from Rs. 1·53 to Rs. 1·63; and in unaided schools from Rs. 1·53 to Rs. 1·64. In every class of schools therefore increased fee-rates are being levied and a larger proportion of the expenditure of the Primary schools is being met from this source.

31. Also the receipt from Fees in Primary schools is not always in cash. In rural tracts the monthly fee is always supplemented by *sidhás*, or presents in rice, vegetables, oil, pulse, &c., once or twice a month, besides customary gifts in kind on the occasion of a marriage or other ceremonies in the pupil's house, as also on the occasion of a pupil learning to write out correctly the alphabet, or beginning to write on paper, or being promoted from class to class. This system of *sidhás* obtains, although to a smaller extent, in urban Primary schools also, and forms an integral part of the system of payment of fees in these schools. The accounts of fee-income submitted by the teachers do not, therefore, represent the whole of the income of the guru from his pupils. It is not, again, uncommon to find a guru putting down the fee-income of his school at a lower figure than his actual receipts, for fear lest the amount of aid from Public Funds would be reduced if a high fee-income is shown. It may be added that the scale of fees and the percentage of free and half-free pupils in Primary schools is entirely regulated by the teacher, the Department never interfering in this matter.

32. In Bengal, though both expansion and consolidation of Primary education have always been kept in view, latterly the work has been more of consolidation than expansion. To carry out both objects Government and District and Municipal Boards have always tried to set apart as much as possible for Primary education. The order of Government of 1st April 1894, requiring all the muffassil Municipalities to pay 3·2 per cent. of their total income for the Primary education of half the number of boys of school-age, or at the rate of ten annas per head of the number of boys of school-going age, is being given effect to by almost all of these bodies. Before approving of the budget of expenditure of a Municipality, the District Magistrate consults the Deputy Inspector of Schools about the educational expenses budgetted for. After much delay the Calcutta Municipality in 1901-02 raised, under orders of the Government of India, the amount of its contribution for Primary education from Rs. 3,000 to Rs. 10,000, and also consulted the Deputy Inspector of Schools, Calcutta, as to the manner of distribution of the amount. Some District Boards in order to keep their Primary allotment intact have had to curtail, to a considerable extent, the amount usually spent on Secondary education.

Total Direct Expendtiure on Primary Education.

33. Primary education, as has been said above, is imparted in the lower classes of Secondary schools as well as in Primary schools. Classes from the 7th downwards of High, and those from the 3rd downwards of Middle schools, are, in fact, Primary classes, and have recently been declared as such. These classes were attended by 162,747 pupils on the 31st March 1902. To deal, therefore, with expenditure on Primary education it is necessary that the amount of expenditure in these classes of Secondary schools should be added to that incurred in Primary schools for both boys and girls, as has been done in reference to the number of pupils in these classes. The total expenditure on Primary education will, therefore, come up to Rs. 52,04,886, of which Rs. 4,22,850 represents expenditure from the Provincial Revenues, Rs. 7,24,484 that from the Local, and Rs. 71,937 that from the Municipal Funds. Rupees 27,40,312 was met from fees; Rs. 12,22,553 from subscriptions and other sources, and Rs. 22,750 from Native States revenues. The method of calculating the proportionate cost of the Primary classes in High and Middle schools

as ordered by the Government of India is as follows:—"—to take the average attendance of pupils as the basis of distribution in respect of expenditure on furniture, appliances and contingencies and other items which are common to the several departments, and to distribute the salaries of teachers in proportion to the time spent by them in each department."

Scholarships in Primary Schools.

34. The following Table numbered as Appendix XCVI gives the expenditure on scholarships in Primary schools for boys for 1901-02.

35. Compared with five years before the total expenditure on scholarships in Primary schools decreased by Rs. 4,011, or 21·4 per cent. The proportion the expenditure on Primary scholarships bears to the total expenditure on scholarships decreased from 8 to 7 per cent. The decrease was confined to Provincial Revenues, which paid Rs. 4,248 less. There was an increase in the amount spent on Primary scholarships of Rs. 210 under Local Funds and of Rs. 79 under "Other sources."

Night Schools.

36. The majority of night schools being public institutions, and teaching only primary standards, the statistics for them are included in those for Primary schools. In some of the Divisional reports a certain amount of detailed information about them has been furnished; while in others only the number of schools in actual existence has been given, together with some general remarks on their constitution.

37. In the year under review there were in all 1,082 night schools in the Province, against 1,587 in 1896-97. The number of pupils in attendance at them was 19,516: that under instruction at these schools during 1896-97 cannot be ascertained.

38. Dacca has the largest number of night schools, viz., 345, with an average attendance of 16 per school. Fifteen candidates from these schools passed the Lower Primary Examination. The Chota Nagpur Division has returned 201 night schools with 4,088 pupils, together with 62 passes at the Lower Primary Examination. In Burdwan 27 candidates from night schools passed the same examination. Bhagulpur also shows 29 passes. In the Patna Division there is a night school in Shahabad, which is maintained by the Dumraon Raj at a cost of Rs. 60 a year.

39. Night schools are worked at very small cost, the day school-house and staff being generally utilized for the purpose. Still the difficulty of getting, under the present circumstances, genuine day-labourers or youths after the day's hard toil to attend schools at night makes the permanent and efficient working of these schools rather difficult and, possibly, a thing of the future. Arrangements have however been made, as an experiment, to start 200 night, or continuation, schools in the Presidency Division under the recent orders of Government. They are, as usual, to be worked by day-school teachers or gurus who will get a monthly stipend of Rs. 2 and a capitation allowance of annas 2 per pupil for 10 pupils and more. They will be at first Primary schools only.

School Accommodation and Hygiene.

40. The majority of Primary schools are held in houses built for them by the people, grants from the Primary allotment being sometimes made to partially meet the cost of constructing or repairing them. In Calcutta and other big educational centres rented houses are taken up for the purpose, which are in many cases objectionable on hygienic grounds.

Schools as Post Offices.

41. The number of School Post Offices returned in 1901-02 was 858, compared with 697 in the preceding year. Remuneration of the teachers in charge varied from Rs. 2 to Rs. 10 a month. The system has, on the whole, worked satisfactorily.

CHAPTER VII.—TRAINING SCHOOLS.

Scope of Chapter.

TRAINING SCHOOLS FOR MASTERS.

This chapter deals mostly with the training schools for Masters and Mistresses for Secondary and Primary schools.

2. The most important fact in connexion with the training of teachers for school work which has occurred during the past five years, has been the establishment in 1899-1900 of a Training College at Kurseong attached to the Victoria Boys' School. A special officer with Training College experience in England was brought out to take charge of the Victoria Training College for teachers, and in this institution arrangements have been made for the training of 10 European and Eurasian female teachers and 6 male European or Eurasian teachers. At the same time a class was opened for the training of teachers for native schools and 6 or 7 experienced teachers, mostly Indian graduates, receive four or five months of training. Two such batches are trained every year and these trained teachers are then placed in the various vernacular training schools for Masters which are described in this chapter. Hence, the training which will be given in these schools, will in the future be greatly superior to what it was in the past. The European and Eurasian teachers who are trained at Kurseong find employment in the various European Schools in the Province.

Training Schools for Masters.

3. The Table numbered XCVII shows the number of training schools for Masters and that of the pupils in them, according to management, for the years 1896-97 to 1901-1902.

4. During the last five years the total number of Training schools for Masters, including the Victoria Training College at Kurseong, has increased from 20 to 24, or by 20 per cent., while the number of pupils in them has decreased from 865 to 797, or at the rate of 8 per cent. Government schools rose from 13 in 1896-97 to 17 in 1901-1902, but the pupils in them fell from 574 to 558, or by 3 per cent. In the intervening years up to 1899-1900 the number of schools under public management remained unaltered, while there were slight fluctuations in the number of pupils.

5. There are no training schools for Masters under District or Municipal Boards.

6. Aided training schools show a loss of one school and of 56 pupils. The variations in this class of institutions are not evenly distributed.

7. The column for unaided training schools shows only one school with four pupils in 1901-1902.

Training Schools for Mistresses.

8. The Table numbered XCVIII gives the statistics of training schools for Mistresses, according to management, for the years 1896-97 to 1901-1902.

9. The total number of training schools for Mistresses has remained stationary, but the number of pupils in them has increased by 12·9 per cent.

10. There are no training schools for Mistresses under the management of Government or of District or Municipal Boards, except in the case of the Victoria Training College at Kurseong, where a few European and Eurasian female teachers are trained.

11. Aided schools have fallen from 9 to 8, but the pupils in them have risen from 432 to 477, or by 10·4 per cent.

12. There were no unaided training schools for Mistresses prior to the year 1901-1902, which returned one school with 11 pupils.

Expenditure on Training Schools for Masters.

13. The Table numbered XCIX gives the expenditure on Training Schools for Masters according to sources for the years 1896-97 and

1901-1902. Comparing the present figures with those of ten years ago the expenditure rose from Rs. 83,997 to Rs. 98,172, or by Rs. 14,175, the rate of increase being 17·0 per cent. The rate of increase in the earlier quinquennium was 22·4 per cent., while in the later quinquennium there was a decrease of 4·5 per cent. Expenditure from Provincial Revenues increased at the rate of 17·7 per cent. in the preceding quinquennium, but only by nearly 1 per cent. in the second. The increase in the later period was confined to schools under public management, the aided schools showing an actual decrease. Local and Municipal Funds contributed but small amounts, which, however, decreased in each of the two periods. Contributions from "Other sources," which represent mainly Missionary contributions, increased by 57·7 per cent. in the earlier, but decreased by 31·2 per cent. in the later quinquennium. TRAINING SCHOOLS FOR MASTERS.

Expenditure in Training Schools for Mistresses.

14. The Table numbered C gives the expenditure on Training Schools for Mistresses according to the source from which the income was derived for the years 1896-97 and 1901-1902.

15. There is no school of this class under public management. Comparing the present figures with those of ten years previously, the total expenditure shows an advance in each of the two periods, the rates being 8·8 and 17·9 per cent. There was an increase in expenditure from both public and private funds. Provincial Revenues show increased expenditure at the rates of 87·6 and 40 per cent., while expenditure from "Other sources" rose by 44·5 and 11·8 per cent.

Examinations of Training Schools for Masters.

16. From the Table showing the results of examination of the first-grade Training Schools for 1901-1902, it is seen that 469 candidates appeared at the last Vernacular Mastership examination from one aided and eight Government first grade Training schools, against 413 of the preceding year. Of these 306 passed against 254. The percentage of passes thus rose from 61·5 to 65·5. Three grades of certificates, viz., high medium and low, were issued to the successful candidates. Certificates of special proficiency in drawing were also granted to the successful candidates who scored high marks in that subject. Third-year class students in first grade Training Schools are also sometimes granted certificates of proficiency in drawing by the Superintendent of the Government School of Art on the result of special tests made during his inspection of the drawing-classes of Training Schools. There were 13 private candidates, *i.e.*, those who did not attend Training Schools, of whom 4 only were successful.

17. The four lower grade Government Training Schools which sent up no candidates to these examinations are intended to provide teachers for Primary schools.

18. Besides the thirteen schools for Vernacular Masters already enumerated, there are four Government Training Schools for English teachers which consist of English teachership-classes, working in connection with the first grade Training Schools at Calcutta, Dacca, Patna and Cuttack. They train up Matriculates and F.A.'s, for the duties of teachers of Secondary schools. The course of instruction is purely technical, embracing the art of teaching, school-management and physical and moral training. At the English Teachership Examination of 1901-1902, thirty-one candidates appeared, of whom 14 passed, 4 in the first grade, 6 in the second grade and 4 in the third grade. In the previous year 9 out of 25 candidates passed.

Examination of Training Schools for Mistresses.

19. The eight aided Training Schools for Mistresses are thus distributed :— One in Burdwan, 3 in the Presidency Division and 4 in the town of Calcutta. Most of these schools are largely schools for general education only, rather than places for pedagogic instruction.

20. Candidates from Training Schools for Mistresses appear at the Junior and Senior Teachership Examinations, held by the Inspectress of Girls' schools. At the examinations of 1901-1902, four passed and obtained the Senior certificates,

TRAINING SCHOOLS FOR MASTERS.

and 14 obtained the Junior certificates, against 8 and 10, respectively, of the preceding year.

Qualifications of Teachers.

21. The returns show that the number of teachers employed in Middle schools who have passed no recognised standard of education or training is 1,147, or 16·7 per cent. of the total, against 1,209, or 17·4 per cent. of the previous year. In Upper Primary schools also, the percentage of teachers who have passed no recognised departmental examination has become smaller, the proportion being 14·6 against 15·6 in the previous year. Both of these figures show that steady progress is being made in the replacement of teachers of low education by more or less trained men, and hence these figures are satisfactory. The progress, however, might be more rapid than it is.

CHAPTER VIII.—TECHNICAL EDUCATION.

Scope of the Chapter.

TECHNICAL EDUCATION.

In this Chapter the progress of institutions imparting education of a purely technical character only, such as the Civil Engineering College, the School of Art, Survey and Technical Schools, the Deaf-and-Dumb School, Schools for the Blind and Music Schools has been dealt with. Medical Institutions and recognised *Tols* have been treated of in Chapter IV, or under Collegiate Education. As the education given to the inmates of Reformatory Schools is chiefly technical, a very short account of these has been given at the end of this Chapter.

General Statistics of Technical and Industrial Institutions.

2. The Table shown as Appendix CI compares the statistics of Technical Institutions for the years 1891-92, 1896-97 and 1897-98 to 1901-02.

3. The number of Engineering colleges remains unaltered, there having been one only in all the years; but the number of pupils in this College rose from 244 in 1891-92 to 313 in 1897-98 and then, in following four years, fell to 294, showing a net gain of 50 pupils in the last ten years.

4. Engineering and Surveying Schools have advanced in number in ten years from 3 to 4, while the pupils in them have declined from 417 to 325, or at the rate of 22 per cent.

5. The number of Schools of Art shows a gain of 2 institutions and of 123 pupils in the last ten years. Since 1896-97 the number of pupils has been fairly constant, and over 300 pupils are now yearly taught in these schools.

6. During the last ten years the number of Industrial schools has increased by 8 and the pupils in them by 84, or at the rate of 12·5 per cent. The rate of increase was higher in the later than in the earlier period. There is still much room for improvement in the number of institutions of this class, and for still greater expansion in the number of pupils attending these schools.

Expenditure on Technical Institutions.

7. The Table shown as Appendix CII gives the expenditure on Technical Institutions according to the sources from which the income was derived for the two years 1896-97 and 1901-02.

8. The total expenditure on the Engineering College at Sibpur rose from Rs. 1,09,226 to Rs. 1,49, 335, or by Rs. 40,109, the rate of increase being 36·7 per cent. Expenditure from Public Funds increased by 30·6 per cent., and that from Private Funds by 82·5 per cent. Engineering and Survey schools show a rise of 74·2 per cent. in the total expenditure, due chiefly to the raising of the status of the Patna Survey School under the name of the Bihar School of Engineering. The increase under this head, 127·2 per cent., is all credited to Public Funds, while Private Funds show an actual decrease in expenditure of 14·3 per cent. The total expenditure in the Calcutta School of Art rose by 42·2 per cent., by far the greater part of the increase being charged to Public Funds. The expenditure on Industrial Schools also shows a small advance under both the heads, while expenditure under "Other schools," *i.e.*, *tols* and schools of miscellaneous character increased by 189·5 per cent., the expenditure from Public Funds showing an advance of 273·1 and that from Private Funds one of 146 per cent. These heavy advances are due to the fact that *tols* were for the first time returned as Public Institutions in 1898-99, before which they were returned as Private Institutions: and the amount of expenditure on them was shown as indirect expenditure on Education under the head "Miscellaneous" in General Table IV. In all these classes of institutions, except Industrial and other schools, the amount of contributions from Public Funds is greater by far than the expenditure from Private Funds, and the cost of them falls almost wholly on Provincial Revenues.

Scholarships in Special Schools.

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9. The following Table, numbered as Appendix CIII, gives the expenditure on Scholarships held in "Special Schools" according to the sources from which the income is derived for the two years 1896-97 and 1901-02.

10. By a recent order of Government the expenditure on scholarships in Medical Colleges and Schools has been separated from that on scholarships held in other Special Schools with which they were in previous years grouped. The amount of such Medical scholarships has been shown in the Chapter on Collegiate Education. Of the total amount spent on these scholarships in Special schools, Private Funds contributed 61·4 per cent., while Provincial Revenues bore 37·2 per cent.

Result of University Examinations in Engineering.

11. The Table shown as Appendix CIV gives the results of the examinations in Engineering for each of the last six years.

12. The best results were, on the whole, achieved in 1899-1900, when 48 per cent. of the candidates passed in the B. E. Examination, 66·6 per cent. in the L. E., and 68 per cent. in the First Examination in Engineering. The results were least satisfactory in 1898-99, when only 22·2 and 36·8 per cent. of the candidates in the B. E. and the First Examination, respectively, were successful, while neither of the two candidates for the L. E. diploma could pass. The total number of pupils in the Engineering Department of the Sibpur Civil Engineering College decreased from 98 in 1896-97 to 90 in 1901-02, *i.e.*, by 8 per cent. in 1901-02, while the number of passes decreased from 21 to 20, or by 4·7 per cent. There were no candidates for the L. E. Examination in the past two years.

Attention to Practical Subjects in General Education.

13. Since the last quinquennium the study of Science has advanced rapidly in Arts colleges, and practical subjects of education have been rather more largely introduced into High, Middle and Primary schools. Besides the introduction of drawing, which is now taught in almost all High schools, certain very elementary Science subjects have entered largely in the curriculum of the lower classes of schools.

14. A Technical side has been added to some Government High English schools to pave the way for commercial pursuits, or to facilitate the study of Engineering both as a science and as a trade. After a two-year's course in the Technical department of such a school boys will have to compete at a special examination, conducted by a Committee appointed by Government. The passing of this Examination will be considered to be equivalent to passing the Calcutta University Entrance Examination.

15. With the introduction of the new system of vernacular education sanctioned by Government in its Resolution No. I, dated the 1st January 1901, Science Primers, Object-lessons and Kindergarten methods of teaching, with manual work as an optional subject, have been introduced largely into the courses prescribed for the lower forms of all High English schools and for the Middle and Primary schools in the Province.

Technical Institutions in Bengal.

16. The Sibpur Civil Engineering College has four departments, viz., (1) the Engineer Department, (2) the Apprentice Department, (3) the Artisan Class and (4) the Agricultural Department. The total number of pupils has declined from 310 to 306, and was thus distributed :—

Engineer Department	...	...	90
Apprentice „	...	...	169
Artisan Class	...	...	35
Agricultural Department	...	...	12

17. In the Engineer Department the ordinary course, both theoretical and practical, extends over a period of four years, after which the pupils have to undergo a further period of one year's practical training under the Public Works Department to obtain the final College certificate. In the case of B.A.'s

on the Science side, the University has previously reduced the course by one year, and they were admitted to the second-year class: but this privilege is now about to be withdrawn. There were forty-six admissions in the first-year class, but twelve of these left during the year. The B. E. and L. E. Examinations began on the 8th of July, and of the 32 candidates who appeared 9 passed, 1 in the 1st division and 8 in the second. The total number of passes in the last five years was 41. Of the nine boys who passed the last examination, seven have been placed on practical training in the Public Works Department, one under the Sanitary Engineer, and one, who stood first at the B. E. Examination, has gone to England for further training in Electrical Engineering. At the F. E. Examination out of the 33 candidates who appeared 11 passed. The total number of F. E. passes in the past five years was 88. The conditions regarding the award of the guaranteed appointment of Assistant Engineer in the Public Works Department were changed last year, and will come into force with reference to students passing out with their University degree during the current year. A limited number of students from those heading the list at the L. E. and B. E. examinations will be taken yearly by the Public Works Department for a year's practical training, after which they will have to undergo, on equal terms with passed students of the Apprentice Department, a practical examination, conducted by a Superintending Engineer and two Executive Engineers. The first University graduate in order of merit at this examination will be offered the appointment of probationary Assistant Engineer. This appointment will be made permanent after a year's approved service.

18. The remainder, according to their positions, will usually be appointed as probationary second-grade Overseers or, if of exceptional merit, may be placed in the first-grade. The number of appointments will be about half that of competitors.

19. Three of the graduates will be taken by the Sanitary Engineer for practical training, two will be offered scholarships to enable them to go through a two-year's training in mines or collieries, equivalent to one year's practical training in the Public Works Department. Any student still unprovided for will be trained by the Principal in the College workshops and laboratories, and in general work outside. A wider field for practical training has thus been provided and, probably, additional avenues of employment. A student who had passed the M. A. Examination in 1901 and stood first in the B. E. Examination in 1902 has been awarded the Research Scholarship for studies and investigations in Electricity and Magnetism, with special reference to Electrical Engineering, in the laboratories of this College. This will greatly encourage the students.

20. The number of pupils in the Apprentice Department was 169 against 205. Those who pass the Entrance Examination, or the VII Standard Examination of the European Code, are admitted to this Department. The course of studies lasts for five years; but those who leave at the end of $3\frac{1}{2}$ years are entitled to a third-grade overseer's certificate, while those who continue in the workshops for $1\frac{1}{2}$ year more receive, according to proficiency, certificates of Foreman Mechanic and Sub-Engineer, or Upper Subordinate and Foreman Mechanic. Last year two of the former certificates and 20 of the latter were granted.

21. The Artisan class is chiefly for the benefit of the sons of *mistries*. These boys are admitted at any time of the year, and when they have finished their complete course in the particular workshop they chose on admission, to the satisfaction of the Principal, they leave the College with a certificate or may go through training in another branch of work. To encourage them and make the class attractive, a stipend of from Re. 1 to Rs. 3 a month is given to those who become competent and turn out satisfactory work. At the same time a portion of the value of the work they turn out is placed to their credit in the College books, so that when they leave they get a considerable sum of money, which should assist them in buying tools or in setting up in business independently.

22. There were, on 31st March last, 20 pupils in the Agricultural Department, which was opened in the year 1899. The period of study is two years. For admission students must obtain the B. A. Degree. Ten out of twelve candidates passed the final examination of the year 1901. There are two guaranteed appointments for the final students of this Department, one in

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the Provincial and one in the Subordinate Executive Service. Of the ten successful candidates, two received the guaranteed appointments under Government, and six others secured other Government appointments.

23. Students of this College who have spent three years and-a-half in the classes and workshops are taken for training in the Special Course for Electrical Engineering, in which they are trained for a further period of one year and-a-half. Four completed their course last year and eleven were being trained.

24. The Fee-rate in the Engineer Department has been raised from Rs. 8 to Rs. 10 a month, nothing being charged after the theoretical course is over. The students of the Apprentice Department, who received instruction free of charge formerly, have now to pay fees at the rate of Rs. 3 a month. The messing-fees are Rs. 20 for Europeans and Eurasians and Rs. 7 for Indians, with an addition of Rs. 2 for rent in each case. Residence in the College is compulsory for apprentices. The charges for Europeans and Eurasians up to 25 in number are Rs. 5 a month, with 5 free studentships; for Indians, up to 40, Rs. 2 a month. Apprentices in excess of these numbers pay the same messing-fees as Engineer students. It will be seen much encouragement is given to students by these liberal terms.

25. The examination for fourth-grade Accountants of the Public Works Department was, as usual, conducted by the College staff, who were, for the first time, called upon last year to examine pleaders of District Courts in practical surveying.

26. The College staff was strengthened by the appointment last year of a Professor of Electrical Engineering and two additional foremen. The Principal of the College is *ex-officio* Inspector of Technical Schools affiliated to the College, and Vice-President of the Board of Examiners of the B classes opened under the scheme of bifurcation of studies in Zilla schools.

27. The total expenditure of the College, excluding that for the students' messes, increased from Rs. 1,09,226 to Rs. 1,60,991, or by Rs. 51,865, *i.e.*, by 47·4 per cent. The proportion falling on Provincial Revenues decreased from 88 to a little over 85 per cent. The average cost of each student to Government increased from Rs. 303 to Rs. 449.

28. The only other first-class Technical School in Bengal is the Government School of Art at Calcutta. There are two divisions for the training of the pupils. Division I consists of four classes, viz., the Advanced Design Class, the Architectural and Mechanical Drawing Class, the Lithography Class and the Wood-engraving Class; while in Division II students are taught drawing and painting from life-studies, still-life, &c. In Division I "the process of fresco-painting, the teaching of which has originated from the School, seems to be appreciated by the people." A School of Art Exhibition was held in February 1902, in which many pieces of lacquer-work and drawings and painting from life-studies were bought by visitors. The pupils have decorated several private houses in Calcutta with fresco-painting. Orders were received for stained-glass windows from mercantile firms, and an estimate was given for making stained-glass windows at the St. Paul's Cathedral in Calcutta. The Assam Government has taken up to Shillong some of the students of the School for designing the decorations of the Government House at that place and for carrying out the work. "A large three-fold lacquered screen has been selected by Dr. Watt for the Delhi Exhibition" in connection with the Imperial Durbar at Delhi. The Lithography class executed some plates for the Sanitary Commissioner with the Government of India, and the Wood-engraving class did some wood-cuts for the Geological Survey of India.

29. During the last five years the total number of students has decreased from 261 to 228. The total expenditure was Rs. 32,192 against Rs. 29,171. The share borne by Provincial Revenues rose from 78 to 87·3 per cent., and the cost to Government of each student rose from Rs. 88 to Rs. 124.

30. At the final examination of 1901-1902, out of 153 candidates 143 were successful. Examinations were also held in the following subjects:—Flower painting from Nature, in which 8 students passed out of 10; studies in light and shade, in which 16 students passed out of 35; drawing foliage from Nature, in which 58 students passed out of 63; model-drawing, in which 34 students passed out of 66; Elementary design, in which 72 students passed out of 78;

Elementary perspective, in which 5 students passed out of 14; free-hand drawing, 47 passed out of 89; Geometry, 51 passed out of 72; drawing from actual measurement, 34 passed out of 54; Orthographic projection, 16 passed out of 21; Isometric projection, 16 passed out of 21; projection of shadows, 14 passed out of 20; advanced design, 5 passed out of 11; drawing full figure from life, 2 passed out of 2; head study from life, 5 passed out of 7; painting still-life, 2 passed out of 7; painting head from life, 2 passed out of 3; painting from cast, 7 passed out of 8; and painting figure from life, 2 students appeared and neither of them passed.

31. Passed students of the School quickly find employment in various capacities, such as drawing masters in High schools, in lithographic work and as draughtsmen.

32. Attached to the School of Art is the Government Art Gallery, which cost Rs. 6,341 in 1901-02. This gallery is maintained by Government.

33. The Bihar School of Engineering teaches up to the Overseer standard, and is under the Principal of the Patna College. It has also an Amin class. The Overseer course is distributed over four years, and is of the same standard of difficulty as that of the Apprentice Department of the Sibpur Civil Engineering College. The examination is also held with the same question papers. Government has guaranteed a sub-overseership in the Public Works Department for the most successful Behari at the Overseer examination. At the last Overseer examination five passed out of ten presented. At the Sub-Overseership examination 26 passed out of 39 who appeared. Twenty-two candidates were successful at the examination for Amins out of 36 who went up to the examination. The staff of the School had also to examine junior District Court pleaders in surveying, for which a centre of examination has been opened at Bankipore.

34. The total number of students was 110, of whom 43 were in the Amin class. The expenditure amounted to Rs. 24,356, of which Rs. 20,703 was met from Provincial Revenues, *i.e.*, 85 per cent. of the total cost. The average cost of educating each student was Rs. 221, and the cost to Government Rs. 188.

35. Two Survey schools are maintained by Government, one at Dacca and the other at Cuttack. They had between them 197 pupils against 397 in 1896-97. In both the course of study extends over two years, at the end of which students compete at the Sub-Overseership examination. At the end of the first year's course an examination is held, and Amins' certificates are issued to successful students. They then either join the second-year class or leave to seek employment as Amins. At Dacca there is, besides, an arrangement for a two years' course in surveying. The total expenditure on these two schools rose from Rs. 17,527 to Rs. 20,942, or by 13·8 per cent. At the last year's examinations 25 passed the final examination of the second-year class, 38 passed the Surveyors' examination, and 89 passed the first-year examination, securing the Amin's certificate. There were 26 Industrial schools with 756 pupils in 1901-02, one of which, the Ranchi Industrial School, is under Government management. The District Boards of Burdwan, Midnapore, Pabna, Rangpur, Tippera and Mymensingh each manage a Technical school. All these, except that at Mymensingh, are affiliated to the Sibpur Civil Engineering College and teach up to the Sub-Overseer standard. Amin or Apprentice classes are also attached in certain cases to these schools. On the practical side pupils are taught carpentry and blacksmiths' work. Government pays Rs. 80 a month as a grant-in-aid to the Mymensingh and Rs. 50 for the Midnapore Technical School, besides aiding two Industrial schools in Singhbhum. At the Ranchi Industrial School the number of pupils increased from 55 to 59, and the total expenditure from Rs. 2,721 to Rs. 2,996, or by Rs. 275; while expenditure from Provincial Revenues decreased from Rs. 1,463 to Rs. 1,531, or by Rs. 68.

36. Among "Other schools" the most important is the Calcutta Deaf-and-Dumb School, which is, as the name implies, intended for the education of the deaf-mutes. It is in receipt of a monthly grant of Rs. 100 from the Municipality, while the amount of Government contribution during the past year has been Rs. 1,950. The total expenditure incurred in 1901-1902 was Rs. 5,146. Government also paid Rs. 13,000 last year as a special grant to secure a suitable house for the school. A site has been acquired on the Lower Circular Road for the school-house. The school is in charge of an

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Indian gentleman, who went to England and America specially to acquire the art of training deaf-mutes. There is a strong committee of management. The school has also an industrial side, as besides reading and writing, drawing, painting and tailoring are taught.

37. There are two schools for the blind—both in Calcutta. One of them is under the London Mission Society, which received Rs. 197 as aid from Provincial Revenues, the total cost being Rs. 459. It had only 4 pupils. The other, the Kareya School, is larger, and had 9 pupils against 7 in the preceding year. The total cost was Rs. 2,308 against Rs. 1,192 in 1900-01, of which Rs. 120 was paid by the Calcutta Municipality.

38. The Title and Vedic classes of the Sanskrit College and the *tols* which have adopted the Departmental Standards, and are returned as Public Institutions, have been noticed in the Chapter on Collegiate Education together with the College itself.

Music and other Schools.

39. There are also four schools teaching the elements of music in Bankura, in the Burdwan Division. Two of these are aided by Government. There is also a music school at Rangpur.

Reformatory Schools.

40. The report on the working of the Reformatory Schools at Alipur and Hazaribagh for the year 1901 has already been submitted to Government. No further detailed account need, therefore, be given in this Review. The only thing that remains to be said in this connection is that steps have been taken to follow up closely the history of every released boy for three years, and to popularise the licensing system. Efforts are also being made to teach market-gardening to the boys in the Hazaribagh Reformatory, and such trades and industries to the inmates of the Alipur Reformatory as are calculated to be useful to them in their after life.

CHAPTER IX.—FEMALE EDUCATION.

Scope of Chapter.

FEMALE EDUCATION.

Girls in this country read not only in special schools intended for their sex, but also in boys' schools in which young girls read in the lowest classes with little boys. The number of girls in boys' schools is not inconsiderable. There are, on the other hand, little boys reading in girls' schools, although the number of such boys is very small. To arrive, therefore, at the exact number of female pupils it is necessary to deduct the number of boys reading in female schools from the total number of pupils in such schools, and add to the number thus obtained the number of girls reading in boys' schools. Girls in private institutions are mostly Muhammadan, and learn little more than to recite the Koran. Most of the Indian female pupils are in the Primary stages, a small percentage only having attained the Secondary stages. The real extent of female education in Bengal has practically, therefore, to be measured by the attendance of girls in Primary schools, whether for boys or for girls.

Number of Girls under Instruction.

2. The Table numbered CV gives the number of girls in Public institutions for the years 1891-92 and 1896-97 to 1901-02, together with the percentage of increase or decrease. Girls in Private institutions have been omitted for the reason mentioned above.

3. Comparing the figures of ten years ago with those of the year under review the total number of girls under instruction has increased from 88,731 to 100,322, or by 11,591, *i.e.*, by 13 per cent. The percentage of girls receiving education in Bengal to those of school-going age in 1901-02 was, however, only 1·8. Taking the two quinquenniums separately, there was an increase of 17,188 pupils, or 19·3 per cent., in 1896-97; while in the next year there was a decrease of 7,919, or 7·4 per cent. There was a rise in 1899-1900, followed by a fall in 1900-01; and again a rise of 3,465 pupils, or by 3·5 per cent., last year. The number in the last year is less than that of 1896-97 by 5,597, or 5·2 per cent., so that at the end of five year's work since 1896-97, so far as extent of Female education is concerned, there has been a very unsatisfactory decrease. But, on the other hand, there are signs that the qualitiy of such education is better than was formerly the case.

4. The chief causes for the slow progress of Female education in this country are, (1) conservatism of a great portion of the people; (2) the fact that the education of their female children is a matter of great indifference to a large proportion of parents and guardians, as they usually do not take the same amount of care and interest in the education of their female wards as they do in that of boys; (3) the system of early marriage, which presents an almost insurmountable barrier to education beyond the Primary stages; (4) the want of educated female teachers; (5) the want of a system for educating zenana ladies; and (6) the want of adequate State aid and aid from the other Public Funds.

Government has, however, lately sanctioned a very considerable increase in the expenditure on female education and more energetic steps are being taken to foster the spread of education among Indian females, specially in reference to the fourth, fifth and sixth points alluded to above.

5. The explanation of the decline in the number of girls under education which took place from about 1896 to 1900 and the increase in 1901-1902 are much more difficult to explain. The causes certainly do not lie on the surface. Owing to financial pressure and to distress there is no doubt, in some of these years, a good many Primary schools for boys ceased to exist and the gurus migrated from their villages. This would act in two ways. In many cases the same guru who has a boys' school also has a small girls' school, which he teaches in his spare time, and in such cases, with the departure of the guru of the boys' school, the girls' school would cease to exist. In other cases the boys' schools having ceased to exist the girls, who were formerly attending such schools, would also cease to receive education. In both directions, therefore, there would be a decline in the amount of female education.

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6. Other and deeper causes, it is also believed, are at work, and it has been suggested that it is possible the revival of strict Hindu religious feelings in many parts of the country may have caused some feeling as to the undesirability of allowing any, except extremely young, girls to come to schools for education. The revival of this orthodox Hindu religious feeling may, perhaps, be connected with the ease with which those engaged in its dissemination can now pass from place to place in the country by means of the improved methods of communications, and hence propagate these opinions.

7. The Table numbered CVI repeats the total number of pupils in 1891-92, 1896-97 and 1901-02, and gives the percentages to the total number of females of school-going age in those years, the latter being calculated at the usual rate of 15 per cent. of the total female population of the Province. There is, however, an element of incorrectness in the comparison of these percentages, inasmuch as the percentage for 1901-02 has been calculated on the population figures of the last Census, while those for the other two years have been calculated on the figures of the previous Census. A comparison shows that the percentage was best in 1896-97, in which year the number of pupils was the largest, and that the year 1901-02 is better than 1891-92, the results thus corresponding exactly with those obtained from the next preceding Table.

8. The next Table numbered CVII classifies all pupils in Public institutions for girls, and all girls under instruction in both Public and Private institutions for 1901-02.

9. The effect of adding the girls in Private institutions to those in Public schools is to increase the percentage of the total number of school-going girls by 0·06 only.

"Mixed Education."

10. The fact that there were 2,824 boys in girls' schools and 39,278 girls in boys' schools shows that what is known as "Mixed Education" prevails on a considerable scale. Many girls have to attend boys' schools for want of a special school for female pupils in the neighbourhood. Girls' schools are comparatively costly institutions, as by far the greatest proportion of the pupils do not pay school fees. The comparatively small amount of money which has hitherto been spent from Provincial Revenues, which forms the chief source of income of these schools, has not been sufficient for starting new schools on a large scale. With the increased expenditure, and the measures now sanctioned by Government, it is hoped there will be a considerable advance in Female education in the near future.

Race and Creed of Girls under Instruction.

11. The Table numbered CVIII classifies the pupils in girls' schools according to race and creed for the three quinquennial years 1891-92, 1896-97 and 1901-02.

12. In English Secondary schools for girls 86 per cent. of the pupils are either Europeans or native-Christians, against 87 per cent. in 1896-97 and 90 per cent. in 1891-92. Of Europeans alone the proportion has risen in ten years from 80·4 to 81·6 per cent.; and of native-Christians alone it has declined in the same period from 9·7 to 4·7 per cent. On the other hand, the actual number of Hindus has risen from 362 to 439, or by 21·2 per cent. There has been a trifling increase in the number of Muhammadan pupils. Under the head "Others" there has also been a perceptible increase from of 0·7 to 2·3 per cent.

13. In Vernacular Secondary schools there was only one European pupil in 1891-92, but there was not a single case in 1901-02. Native-Christians, however, numbered 39·3 per cent. against 45·3 per cent. in 1896-97, and 20·2 per cent. in 1891-92, although they form only of 0·55 per cent. of the total population. Hindus are fairly well represented, although their number has gone down from 1,134 to 950. The number of Muhammadans at first rose from 13 to 14, but subsequently fell to 8. The "Others," who form only 6·26 per cent. of the general population, have supplied 5 per cent. of the pupils.

14. In the case of Primary schools Europeans and native-Christians are fairly well represented, each with a percentage of pupils which is much

higher than that in the general population. Hindus are, naturally, the most numerous, but the proportion to the bulk of female children is still very small. The figure for Muhammadan pupils represents a little more than half the percentage in the total population. The percentage of the "Others" has slightly increased.

Stages of Instruction of Girls in Non-European Schools.

15. The Table numbered CIX shows the distribution of girls in all Secondary and Primary schools (excluding those for Europeans and Eurasians), according to the stages of instruction, for the two years 1896-97 and 1901-02.

16. Of every 100 girls at school 99 are in one or other of the Primary stages. The number in the High stage increased by 7·7 per cent. of their previous number, and that in the Lower Primary stage (A) by 0·8 per cent.; while there was a considerable decrease in all the other stages, the greatest decrease being in the Middle stage.

Girls in Colleges and Special Schools.

17. The Table given as Appendix CX shows the number of Female students in colleges and Special schools for the two years 1896-97 and 1901-02. The number increased in all the different classes of colleges and schools, except Medical schools, in which there was a decrease of only one. The highest increase was in the "Other Special Schools," in which the number of pupils rose from 4 to 78. The rates of increase in Arts and Professional Colleges were satisfactory, being 66·6 and 57·1 per cent., respectively.

Secondary Schools for Girls.

18. The Table given as Appendix CXI shows the statistics of Secondary schools for girls, English and Vernacular, according to management, for the two years 1896-97 and 1901-02.

19. Comparing the present figures with those of ten years ago, the number of English Secondary schools has decreased from 39 to 35, and the number of pupils from 3,961 to 3,883, *i.e.*, by 4 and 78, or by 10·2 and 1·9 per cent., respectively. Compared with 1896-97 there was a gain of one school but a loss of 126 pupils, both the gain and loss being at the rate of 8 per cent. Taking the three quinquennial years, 1896-97 had the smallest number of schools but the largest number of pupils.

20. The three schools for females under Government management are the Bethune Collegiate School at Calcutta, the Eden Female School at Dacca and one Middle English School for Europeans. The number of these schools increased by one, while the number of pupils in them increased by 57, or 21·2 per cent. The aided schools were fewer by one and there was a loss of 222 pupils in them, or 6·5 per cent. The unaided schools gained one in number and 39 in attendance, or by 11 per cent. Of the total number of pupils in English Secondary schools 617 are boys while, on the other hand, the girls in boys' English Secondary schools numbered 322. The number of Vernacular Secondary schools increased by one in the latter period against an increase by the same number in the earlier period. The number of pupils, however, decreased in the earlier period by 92, while in the later period it increased by 371, or by 27·5 per cent.

21. The Municipal Fund School at Cuttack has ceased to exist and the aided schools were larger in number by 2, with an accession of 416 pupils, while the unaided schools remained the same in number, and practically the same in attendance, the number of pupils in them being less by two only. The aided schools have, therefore, become more consolidated, the average number of pupils in a school of this class being 73 against 59. The Vernacular Secondary schools for girls were, on the whole, in a better state than the English Secondary schools. Of the total number of pupils in Girls' Vernacular Secondary schools 190 are boys, while 1,420 girls are found in boys' schools of this class.

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22. The next Table, numbered CXII, gives the distribution of pupils in Secondary schools (English and Vernacular) for girls according to the stages of instruction for the three years 1891-92, 1896-97 and 1901-02.

23. This Table includes the number of European and Eurasian pupils reading in girls' schools. Here there is an increase in the High, Middle and Upper Primary stages and a decrease in the Lower Primary, as compared with ten years ago; while, contrasted with 1896-97, the number of pupils had increased in all the stages except the Middle stage. The real extent of education among Indian females is to be found in table CIX.

Primary Schools for Girls.

24. The Table numbered CXIII gives the statistics of Primary schools for girls according to management for the two years 1896-97 and 1901-02.

25. Comparing the present figures with those of ten years ago it is found that the number of Primary schools for girls decreased from 2,682 to 2,664, or by 18, while the number of pupils rose from 52,402 to 57,725, or by 5,323, *i.e.*, 10 per cent. In the earlier of the two periods there was considerable increase both in the number of schools and pupils, equal to 19·4 and 22·2 per cent., respectively; in the latter, on the other hand, there was a considerable drop in both number and attendance, the former losing 19·4 per cent. and the latter 9·9. All the three classes of schools lost in number and all but unaided schools in strength, the heaviest loss being in aided schools, which decreased by 33, or 1·5 per cent. in number, and 6,991, or 12·5 per cent. in strength.

26. The above, however, is but a comparison of the number of pupils, both boys and girls, attending Primary Schools for girls. The total number of girls in Primary schools, whether for boys or girls, is shown in the Table numbered Appendix CXIV for the two years 1896-97 and 1901-02.

27. To find out this number we have, as has been stated before, to deduct the number of boys reading in Girls' Primary schools from the total number of pupils in them, and add to the number thus found the number of girls reading in Boys' Primary schools. According to this calculation the total number of girls (Indian) reading in Primary Schools, both for boys and girls, decreased from 99,705 at the end of the preceding quinquennium to 94,148 at the end of the last, or by 5,557, *i.e.*, 5·5 per cent, the same rate at which the total number of girls in both Secondary and Primary schools decreased (Table CIX). In the preceding quinquennium there was a gain of 20 per cent. The number of boys in girls' schools increased 23 per cent. in the former, but decreased 10 per cent. in the latter; while that of girls in boys' schools increased in both the periods—at the high rate of 18 per cent. in the earlier, and at the low rate of 1·5 per cent. in the later.

28. The table shown as Appendix CXV gives the average strength of all schools for girls (English and Vernacular, Secondary and Primary) for the years 1891-92, 1896-97 and 1901-02.

29. Comparing the figures with those of ten years ago, it is found the average strength of all the different classes of schools has increased. The increase, however, was confined to English Secondary schools in the earlier period, the Vernacular Secondary schools showing an actual decrease of 6 and the Primary schools being of the same strength. In the later period English Secondary schools diminished in size, while the other two classes increased. As has been said above, it is with reference to Primary schools that the extent of Female education can be measured, and the fact of a rise in the average number of pupils in a Primary school in the last quinquennium shows that, although there was a loss in the number and attendance in Primary schools for girls, there was greater vitality in the schools that remained.

Expenditure on Schools for Girls.

30. The next Table, numbered as Appendix CXVI, gives the total expenditure on Secondary and Primary schools for Girls, according to sources, for the two years 1896-97 and 1901-02. The Table, it need hardly be said, excludes expenditure on colleges and Special schools.

31. Comparing the figures with those of ten years previous, the total expenditure is found to be decreased by Rs. 28,259, or by 3·6 per cent. It increased in the

earlier period by Rs. 1,02,933, or by 13·3 per cent., the increase being shared by all the different sources of income, Provincial Revenues showing an advance of 4·9 per cent., Local and Municipal Funds of 36·2 per cent., Fees of 17·9 per cent., and "Other sources" of 10·5 per cent. This increase in expenditure was accompanied by an increase in the number of pupils in the schools. But in the later period it fell by Rs. 1,31,192, or 14·9 per cent. This was also accompanied by a decrease in the number of female pupils. There was a drop under all the other heads except "Other sources," under which there was a rise of 15·3 per cent. The decrease under Provincial Revenues was, however, only nominal, being of Rs. 228 only. The contributions from Local and Municipal Funds decreased by ·8 per cent., while the fall under Fees was very heavy, being 54·6 per cent.

32. The greater portion of the total expenditure was incurred on schools for European girls, the proportion which the expenditure on such schools bears to the total expenditure on girls' schools being as high as 53 per cent. against 70 per cent. in 1896-97. Almost the whole of the Local and Municipal Funds expenditure was incurred on schools for Indian girls.

33. The Table numbered CXVII gives the expenditure on Primary schools for girls for the year 1901-02.

34. In this table the amounts of expenditure are mostly for schools for Indian girls.

35. On comparing the figures with those of five years back the total expenditure decreased by Rs. 32,893, or 10·6 per cent.; while the total expenditure on Secondary and Primary schools together decreased by 14·9 per cent. The fall is shared by all the different sources. The expenditure from Provincial Revenues decreased 12·3 per cent., Local and Municipal Funds decreased 9 per cent. Fees fell off 35·7 per cent., while "Other sources" showed a falling-off by 7·9 per cent.

36. The next Table, numbered CXVIII gives the proportion of Direct expenditure from Public Funds devoted to schools for girls, Secondary and Primary, for the three quinquennial years 1891-92, 1896-97, and 1901-02.

37. The percentage rose a little in the earlier period, but fell off to a larger extent in the later period.

38. The next Table numbered CXIX, shows the average annual cost of a Primary school for girls and of a pupil in such school for the two years 1896-97 and 1901-02.

39. Compared with five years ago the average cost per school has risen from Rs. 96 to Rs. 103·5. More than half of the total cost and of the increase are borne by Private Funds. In the case of Primary schools for Boys, the average cost rose from Rs. 58 to Rs. 66.

40. The average cost per pupil rose slightly from Rs. 4·8 to Rs. 5·1 during the last five years. The proportion borne by Public and Private Funds is the same as for a school. In the case of Primary schools for Boys the average cost per pupil fell from Rs. 2·3 to Rs. 2·7.

General Remarks on Female Education in Bengal.

41. There were three Arts Colleges for girls in 1901-02 against the same number five years ago. The individual institutions are also the same, viz., the Bethune College, the Loretto House and La Martinière for Girls—all at Calcutta. The number of female students has risen in five years from 33 to 55, all of whom were at one or other of these Colleges. The Bethune College is the College most largely attended of the three, and had 36 pupils against 23 in 1896-97. Of the 36 pupils in this College 25 were in the F. A. and 11 in the B. A. class. One of the three pupils of the Loretto House was reading for the B. A. Degree. There were no B. A. classes in La Martinière for girls. Of the total number of pupils 19 were Europeans or Eurasians, 15 native-Christians, 1 Brahmo and 20 non-Brahman Hindus. During the last five years no female student took the M. A. Degree, but 37 passed the B. A. examination, 85 the F. A. and 152 the Entrance Examination. Besides, 129 girls passed the High School examination under the European Code. All the B. A.'s were from the Bethune College.

42. There is special provision for female students at the Medical College in Calcutta, and at the four Medical schools. At the College they get free quarters

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at the Surnomayi Hostel with scholarships under certain conditions. At the Medical schools improved arrangements have been made for separate tuition. The female students have special boarding arrangements, and certain scholarships have been founded by District and Municipal Boards and also by private persons. There were 13 female pupils in the Medical College in 1901-02, one of whom was in the L. M. S. and M. B. class, and 12 in the Certificate class. During the past five years one female candidate passed the second L. M. S. Examination; 62 certificates were issued to pupil nurses and 45 for native dais.

43. The number of High schools for girls has risen from 12 to 13 and that of pupils in them from 1,242 to 1,628. Of these six, with 548 pupils, were for Indian girls. The most important is the Bethune Collegiate School, which passed 17 pupils in the period under review. It is a Government institution under a strong Committee, of which the Chief Justice of Bengal is the President. The number of pupils on its rolls was 137 last year, of whom 128 were Hindus, and 9 native-Christians. At the last Entrance examination two pupils were presented, but neither of them passed. The total expenditure, inclusive of that in the College Department, was Rs. 29,321 against Rs. 21,341 in 1896-97, of which Rs. 24,875 was derived from Provincial Revenues and the rest from fees. The Eden Female School at Dacca is also a Government school. There were 110 pupils in it in 1901-02. The total expenditure was Rs. 5,809 against Rs 7,976, of which Rs. 5,024 was paid from Provincial Revenues. The other four High Schools for girls are aided, two—the Christ Church and the Free Church Normal schools—are under Mission management, and two—the Brahmo Balika Siksalaya and the Bankipore High English School—are under Brahmo management. The number of Middle English schools for girls—all for Europeans—remained unchanged, being 22, while that of Middle Vernacular schools—all for Indian girls—increased from 23 to 24. The number of pupils in the former declined rather heavily from 2,767 to 2,255, while that in the latter increased very considerably from 1,346 to 1,717. One of the Middle English schools is managed by Government.

44. Girls' schools in Calcutta and its neighbourhood are aided on a different system from that which prevails in the rest of the Province, and is known as the Calcutta system. It is a payment-by-result system modified by the attendance of pupils. There are eight standards of examinations, the first three of which are for examination of corresponding classes by the Inspectress. The fourth corresponds with the Lower Primary standard, the fifth and sixth with the Upper Primary classes, and the seventh and eighth with the Middle school classes. A common examination is held in these standards by means of written papers at different centres, and certificates and money rewards are granted to pupils on the results. The grants to schools depend greatly on the results of these examinations. Those students that pass the Seventh and the Eighth Standards are, if they can pass an examination in actual class-teaching, given the junior and senior teachership certificates, respectively.

45. Besides those girls' schools which are aided on the Calcutta system some others have adopted the Calcutta standards, and send up pupils for examination in them.

46. The schools for girls in other parts of Bengal teach the books and subjects of the same examinations with boys. They can, however, take up needle-work instead of Euclid, Mensuration and Science, and are required to have a knowledge of the Geography of India and read a little poetry at the Lower Primary Examination, instead of passing in Shubhankari.

47. The number of female-teachers continues very small. Of those that are teaching the greater number are Christian, some are Brahmos and a very few are Hindus. As neither Christian nor Brahmo female-teachers will be tolerated in girls' schools under Hindu management, these are for the most part taught by male-teachers. The managers, however, take care to select teachers of character, and the teachers are generally elderly persons.

CHAPTER X.—EUROPEAN EDUCATION.

Scope of Chapter.

This chapter deals with the education of European and Eurasian pupils attending schools solely intended for this class, and of those attending institutions of different standards for Indian pupils. The table given as Appendix CXX shows the number of European pupils in Bengal according to their attendance at schools for Europeans and non-Europeans, in the two years 1896-97 and 1901-1902. The total number of European pupils increased from 7,818 to 8,029, or by 211, *i.e.*, by nearly 3 per cent. Of these 7,659 were in schools for Europeans and 370 in schools for non-Europeans and in Colleges, against 7,332 and 486, respectively, in 1896-97. The actual number of European pupils was thus greater, while that of non-Europeans was less, in the schools for Europeans than in the previous quinquennium, and the percentage of Europeans to the total number of pupils in such schools was greater by 2·4 per cent., while the proportion of these pupils in schools for non-Europeans and in Colleges decreased by 1·4 per cent. The number of non-European pupils in schools for Europeans was also less than the prescribed maximum of one-fourth of the total number in both the years as required under the Code.

Revision of the Code.

2. A Committee of experts in the subject of European education was formed under the orders of the Government of India to revise the Code of Regulations for European schools. The Committee sat in March last, and after some delay submitted its report. Government has not yet passed orders on this report.

Progress of European Education.

3. The table shown as Appendix CXXI gives the number of Europeans and Eurasians under instruction for the four quinquennial years 1886-87, 1891-92, 1896-97 and 1901-1902, together with the percentages of increase or decrease. The number of European and Eurasian pupils has steadily increased during the past fifteen years, so that instead of 6,366 pupils in 1886-87 there were 8,029 in the past year, or there was an increase of 1,663 pupils. The increase has, therefore, equalled 26·1 per cent. Taking the several periods, the rate of increase was 9 per cent., in the first, 13 per cent., the highest, in the second, and 2·5 per cent. in the last, showing rather a sharp drop.

4. The table numbered as Appendix CXXII distributes the Europeans under instruction in the two years, 1896-97 and 1901-1902, according to the classes of institution which they attended, and gives separate figures for schools for boys and girls, and also shows the percentage of Europeans to the total number of pupils in each class of institutions in 1901-1902. It should be noted that the figures showing the number of boys and girls in this statement do not give the precise number of each sex, but only the number of pupils in the schools specially intended for each sex. These numbers may include both males and females, as "mixed education" prevails largely in schools for European and Eurasian children.

5. The total number of European and Eurasian children at school increased by nearly 3 per cent., while the total number of pupils of all classes decreased by 0·4 per cent., showing that education among Europeans and Eurasians was progressing far more rapidly than among the general population.

6. The table given as Appendix CXXIII shows the proportion of Europeans in the several stages of instruction in institutions for general education in 1896-97 and 1901-1902. The proportion of European and Eurasian pupils has increased in all the stages except the middle and lower primary stages in which there was a fall of 2 per cent. and 3·5 per cent., respectively. The rate of increase was highest in the upper primary stage—2·2 per cent.—followed in

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order by 1·9 per cent. in the Collegiate and 1·4 per cent. in the high stage. These figures are on the whole satisfactory. Among the other classes of pupils, there was a general rise in all the stages except the lower primary, in which the percentage fell by 2·1 per cent.

EUROPEANS AT PUBLIC EXAMINATIONS.

7. The table shown as Appendix CXXIV gives the number of passes of European and Eurasian candidates at the principal public examinations in 1896-97 and 1901-1902. The number of Europeans and Eurasians, who graduated in Arts, fell from 5 to 1, and the number who obtained the pass certificate at the F. A. examination decreased from 15 to 9. Six passed the medical examination in 1901-1902 against three in 1896-97. There were 11 passes in the Engineering and Technical examinations against 3 passes in 1896-97. The results of the High School examination were better, while those of the Matriculation, the Middle School and the Upper Primary examinations were not so satisfactory. One passed the Lower Primary examination from schools for Indian pupils in the Dacca Division during 1901-1902.

8. From the Table shown as CXXV it will be seen the number of Secondary and Primary schools is the same as in 1896, but the number of pupils in each class of institution has increased, in the former by 4 per cent. and in the latter by 17 per cent.

9. Table headed CXXVI compares the number of Secondary and Primary schools according to management. The number of Government schools has increased by one by the opening of a school for girls at Kurseong, and that of pupils by 163. Aided schools decreased by one, and their pupils by 363. The unaided schools remained the same, but their attendance increased by 17 per cent.

In the case of Primary schools, there was one institution more in 1901-02 than in 1896-97, while the number of pupils increased by 232. The unaided schools were smaller in number by one, and the pupils by 59.

10. Table numbered CXXVII shows the pupils in different stages of instruction. It will be seen that in the number of boys there has been an increase at each stage of instruction. The girls have increased in the High and Upper Primary stages, and fallen off in the Middle and Lower Primary stages.

11. The total direct expenditure from Provincial revenues has increased by about Rs. 25,000 as shown in Table CXXVIII. In the returns for 1897 boarding charges, amounting roughly to about Rs. 4,00,000, were improperly included. The figures given below are tuitional fees. Deducting Rs. 4,00,000 from the figures of 1897 in columns 5 and 7 of the following Table, there is seen to be an increase under every head of expenditure. Contributions to European schools appear in this Table for the first time.

12. Table shown as CXXIX gives the average annual cost of each pupil in the European schools. On comparing these figures with those for 1896-97, there is an apparent falling-off in the contributions from Private funds. This is accounted for by the inclusion of boarding fees already mentioned in paragraph 11 above. The deduction of Rs. 4,00,000, when calculating the figures given under "Private Funds," and total in the 1897 report, would make the average cost from Private funds in that year Rs. 80·3, and the total average cost Rs. 98·8, thus showing an increased expenditure all round in 1901-1902.

GENERAL REMARKS ON THE PROGRESS OF EUROPEAN EDUCATION.

13. Mr. Bamford, the Inspector of European Schools, gives the following summary of progress during the last quinquennium :—

"During the quinquennial period under review the European schools in Bengal have worked under the rules of the Code as revised in 1895. Comparing the working of the schools now with what was done in 1897, considerable improvement has taken place in the teaching of English and Arithmetic, the two compulsory subjects at the annual examinations. Algebra, Euclid and French are better taught now than then, although I hope to find further improvement. There is little difference in regard to the other subjects taught."

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"The most important events connected with the schools are the opening of a training college for teachers, the introduction of classes for special work outside the ordinary syllabus of studies, and the revision of the Code."

"The Training College at Kurseong was opened in 1901. Provision was made for 9 women and 6 men. Many more women applied for admission than could be accepted, but only one man offered himself. The students for the first year consisted of 9 women and 1 man. A satisfactory year's work was complished."

"Three schools for the poor introduced type-writing and shorthand, in place of some of the optional subjects, with gratfying success."

"A Committee appointed by the Government of India, representing the various Provinces of India, and also Burma, met in Calcutta in March 1902, to revise the Code for European Schools, especially so as to adapt it for the whole of India and Burma. Their report is now under consideration by the Government of India."

CHAPTER XI.—MUHAMMADAN EDUCATION.

Scope of Chapter.

MUHAMMADAN EDUCATION.

In this Chapter the education imparted to Muhammadan pupils in both public and private institutions has been dealt with.

Progress of Muhammadan Education.

2. The table shown as Appendix CXXX gives the number of Muhammadans under instruction, in both Public and Private Institutions, for the years 1891-92, 1896-97 and 1901-1902.

3. Comparing the figures of the past year with those of ten years before the total number of Muhammadans under instruction has increased from 448,847 to 462,674, or by 13,827, *i.e.*, by 3 per cent. The increase, however, is not equally distributed over both the quinquenniums, for in the former the number increased by 6 per cent., while in the latter it actually decreased by 3 per cent.

4. The following table, numbered Appendix CXXXI, gives the proportion of Muhammadans under instruction to the Muhammadan population of school-going age, together with the corresponding proportion for all classes for the years 1896-97 and 1901-1902.

5. Both the proportion of Muhammadan pupils to Muhammadan population of school-age and that for all classes decreased, the rate of decrease of the former being, however, a little higher than that of the latter. The total number of pupils also actually decreased by 3 per cent. This shows that from an educational standpoint Muhammadans are not keeping pace with the general population.

6. The next table, given as Appendix CXXXII, shows the proportion of Muhammadans under instruction to those found in public schools for the three quinquennial years.

7. This proportion has increased steadily, although the rate of increase was higher in the earlier than in the later period.

8. The table shown as Appendix CXXXIII gives the number of Muhammadan pupils in public and private institutions separately for the two years 1896-97 and 1901-1902.

9. While the total number of Muhammadan pupils has decreased by about 3 per cent., their number in public institutions decreased by 2·4 per cent. The number in private institutions, therefore, decreased at a higher rate, which is 5·8 per cent. This shows that among the Muhammadans there is a growing appreciation of the education which is given in public institutions. Again, a little less than one-third of the total population is Muhammadan, while a little over one-fourth of the total pupils is of the same religious persuasion.

Muhammadans in Public Institutions.

10. The following table, numbered as Appendix CXXXIV, classifies Muhammadan pupils in public institutions, according to the class of institution they were attending, for the two years 1896-97 and 1901-1902, and gives their proportion to the total number of pupils in each class of institution.

11. There was an increase, though slight, in all the different classes of institutions in the number of Muhammadan pupils and their percentage to the total number of pupils, except in primary schools, in which the number dropped by 15,564 or 4·2 per cent., and the proportion to the total number of pupils fell from 27·7 to 27·4. The proportion falls when passing from the lower to the higher forms of education, that is, from primary schools through secondary schools to Arts colleges, and thence to Professional colleges, in which it is as low as 3·8. The rate of increase, however, in the number of Muhammadan pupils in Arts colleges was 36 per cent., in Professional colleges 36·7 per cent., and in Secondary schools 14·6 per cent., while in primary schools there was, as stated above, an actual decrease of 4·2 per cent.

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12. The following table, which is shown as Appendix CXXXV, gives the total number of passes and the proportion of success attained by Muhammadans, CXXXV at the University examinations of 1896-97 and 1901-1902.

13. The results of the University examinations are on the whole satisfactory. The results of the Entrance examination of 1901-1902 are, indeed, worse than those of 1896-97; but at the higher examinations in Arts, both the number of passes secured by Muhammadans and the proportion to the total number have increased. In the Law examinations there is, however, a considerable fall equal to 42·8 per cent.

14. In the Medical examinations, the results were much better, and both the number of passes and the proportion to the total number rose very considerably.

15. The following table (Appendix CXXXVI) gives the success of Muhammadans at the Departmental examinations for the two years 1896-97 and 1901-02.

16. The results of the Departmental examinations were satisfactory, and show an improvement on previous years except at the Middle examination, at which the percentage of successful Muhammadans to the total number passed decreased by 0·5 per cent. At the Upper and Lower Primary examinations, however, the results tested both by the number of passes and the percentage to the total number of passes were higher. The percentage increased at a higher rate at the Lower than at the Upper Primary examination.

General Remarks on Muhammadan Education in Bengal.

17. It has been seen above that the rate of decrease in the number of Muhammadan pupils was much greater in those attending private institutions than that in the total number of Muhammadan pupils, while the decrease in the number of those in public institutions was comparatively small. As most of the private institutions are Koran schools, in which nothing but the chanting of the sacred text is taught, the loss in the number of pupils in these is not of much moment from an educational point of view.

18. Many District Boards have taken special measures for the encouragement of Muhammadan education, and these have proved greatly beneficial. Lower primary scholarships have been reserved for Muhammadans, free tuition has been granted, rewards for passing Muhammadan pupils at the Reward examination have been paid at increased and sometimes at double the ordinary rates, and *muktabs* have been aided and given special encouragement. Moreover, the appointment of Muhammadans qualified under Government rules up to the number prescribed for each district by Government, even in preference to more highly qualified Hindu candidates, indirectly helps forward the cause of education. Schools for general education solely or chiefly for the benefit of Muhammadans are growing in number, *muktabs* are adopting the Departmental standards and the number of the madrasahs under private management continues to increase. The total number of madrasahs under Government management is 6, against the same number in 1896-97, but the number of pupils attending them has decreased from 1,667 to 1,628. The Calcutta Madrasah is returned as a second grade English Arts college. It has three departments, viz., the College Department, which prepares and sends up candidates for the F.A. Examination; the Anglo-Persian Department, which prepares candidates for the Entrance Examination, and the Arabic Department. There were, on the whole, 816 students on its rolls on 31st March last, of which 38 were in the College Department, 439 in the Anglo-Persian and 339 in the Arabic Department. The students in the first and second-year classes attend lectures at the Presidency College. The total expenditure was Rs. 46,596. Thirteen candidates went up to the F.A. and 53 pupils of the Arabic Department appeared at the Central Examination of all madrasahs in Bengal; while 17 from the Anglo-Persian Department were sent up for the Entrance Examination. The results were that 10 passed the First Examination in Arts, 44 the Central Examination and 8 the Entrance Examination. There was formerly another department of the Calcutta Madrasah known as the Collinga Branch School: this, however, was amalgamated with the Anglo-Persian Department of the Madrasah on 1st March 1901. It was formerly returned

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as a middle English school. The Elliott Hostel attached to the Madrasah had 100 inmates on 31st March last, and the average monthly number has been 102. Sixty-three of the boarders were pupils of the Madrasah and 37 of other colleges. The amount of fees and fines collected was Rs. 2,372, and the total cost Rs. 3,664. The general health of the boarders was good. The late Nawab Bahadur of Dacca made a donation of Rs. 10,000 for the construction of a third storey to the Hostel, and Government has sanctioned an amount of Rs. 22,000, the balance of the estimated cost of Rs. 32,000. This addition will accommodate 50 more boarders, and it is now in progress. Next in importance to the Calcutta Madrasah are the Dacca and Chittagong Madrasahs, both under Government management. The former had 598 and the latter 523 pupils. The total cost of maintenance was Rs. 14,508 and Rs. 10,878, respectively. In the Arabic or Oriental Department of the first grade Madrasahs the course of studies generally extends over a period of eight or nine years. Pupils from the first four classes of these Madrasahs appear at the Central Examination. The total number of successful candidates at this examination was 104 against 155 in 1896-97. The total cost to Government for the maintenance of Madrasahs under its own management was Rs. 28,338 against Rs. 24,455. This includes the expenditure for the Nawab's Madrasah at Murshidabad, which, however, is a high school for the education of special classes and not an ordinary madrasah. The part-payment of school fees from the Mohsin Fund has, except in the case of the Presidency College, been reduced from two-thirds to one-half, owing to the decrease in the rate of interest on Government securities. From this fund 8 junior scholarships for those who pass the Entrance Examination, 5 senior scholarships awarded to those who pass the First Examination in Arts and 2 graduate scholarships have been created.

19. Besides maintaining the six madrasahs, Government also aids several Madrasahs under private management. In some of these English or Bengali is taught as an optional subject, besides purely Oriental subjects. The rule regarding the admission of a boy of more than 14 years of age to any class in a Government school below the fourth has been relaxed in favour of Muhammadans, and provision has been made for the award of free studentships in middle and high schools to the extent of 8 per cent. of the number of pupils on the rolls, but not exceeding 12 in any school.

EMPLOYMENT OF MUHAMMADANS IN THE EDUCATION DEPARTMENT.

20. Five out of six Additional Deputy Inspectorships and six Deputy Inspectorships of districts are now held by Muhammadans. The two Assistant Inspectorships for Muhammadan education were abolished in 1901. The senior of the two officers has been appointed Inspector of Schools and the other remains as an Assistant Inspector. District Boards are now appointing Muhammadans as Sub-Inspectors, as vacancies occur, so as to make up the number prescribed by Government. Muhammadan Inspecting Pandits are also being appointed, while the number of Muhammadan teachers in schools is increasing.

CHAPTER XII.—EDUCATION OF SPECIAL CLASSES.

Scope of Chapter.

This Chapter deals with the education of native Chiefs and other persons of high rank, also of the aboriginal and backward races, and of the indigent classes of the different castes and creeds in the Province. EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and persons of high rank.

2. The only special institution in Bengal for the education of pupils of this class is the Nawab of Murshidabad's Madrasah, a high English school, in which only the direct descendants and relatives of His Highness the Nawab Bahadur of Murshidabad are educated. It is maintained and managed by the Government, and is now under the direct supervision of the Director of Public Instruction. Until February 1899 this Madrasah was under the control of the Inspector of Schools, Presidency Circle. The total number of its pupils was 48 at the end of the last year, against 60 in 1896-97, and the total cost Rs. 14,558 against Rs. 16,137. The decrease in cost was due to the appointment of a Head Master on lower pay than that of the former Head Master. Two of the students of this Madrasah passed the Entrance Examination last year, against none in 1896-97. There is an attached boarding-house which is kept up at Government expense. No school fees are charged.

3. The sons of the Chiefs of the Tributary States of Orissa and Chota Nagpur and of other persons of high rank in the latter Division read in the ordinary schools, the former in the Ravenshaw College, Cuttack, and some of the latter in the zilla schools of the districts in which they live, while others read in the local middle schools.

4. One of such pupils in Chota Nagpur appeared at the Middle English Examination of last year, but was unsuccessful. The progress of those reading in the zilla schools is reported to be fair.

Education of the Indigent classes of non-aboriginal Indians of different creed and caste.

5. There were 249,434 pupils of the indigent classes attending schools. Of these 235,454, or 94·4 per cent., were in public institutions, and 13,980, or 5·6 per cent., in private institutions. Hindus formed 155,940, or 62·5 per cent. of the total number, Muhammadans 89,270, or 35·8 per cent., and Christians 4,224, or 1·7 per cent. Seven of these pupils passed the Entrance Examination, but none were eligible for scholarships. At the Middle Scholarship Examination, 249 of these students passed and 20 obtained scholarships. At the Upper Primary Examination 781, and at the Lower Primary 6,994 were successful, and the number of scholarships secured by them on the results of the examinations were 18 and 91, respectively. Out of a total of 235,454 pupils of the indigent classes attending public institutions, 8,031, or 3·4 per cent., passed the respective different examinations. The percentage of scholarships obtained to the total number of passes at each examination was highest among Native Christians and lowest among Hindus, except at the Middle Scholarship Examination, at which it was lowest among the indigent class of Muhammadans.

Education of Aboriginal and other backward races.

6. The total number of these pupils was 30,203. As many as 29,476, or 97·6 per cent., of them read in public, and only 727, or 2·4 per cent., in private institutions.

7. By far the largest number of the aboriginal races are to be found in Chota Nagpur. The number of pupils of this class was 27,798 last year, against 37,870 in 1896-97. In Chota Nagpur there were 13,401 pupils attending schools, and all except 161 reading in public institutions. The next largest

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number of 6,574 pupils (including only 114 in private institutions) is returned from the Bhagalpur Division, which is followed by the Burdwan Division with 3,268, all the students being in public institutions. Orissa Tributary Mahals has 1,618 of such students, only 38 of whom were in private institutions, while Dacca Division has 985, all in public institutions, Rajshahi Division has 966, only 19 of whom were in private institutions. Orissa Division has 612 of these students only, 3 being in private institutions, and Chittagong 332 such students, all in public institutions. The Presidency Division returned 79 aboriginal pupils, Calcutta has 2, and the Patna Division 11 only of these pupils. The number of Christian aborigines was a little over one-fourth of the whole number. The results of the examinations were, however, more satisfactory among the Christian aborigines than among other classes—better in the number of passes secured at the three higher examinations and in the percentage of success to the total number of pupils at the Lower Primary. The number of middle and upper primary scholarships secured by them is greater, while the percentage of the number of lower primary scholarships to that of passes is also higher. Under other backward races come Maghs, Assamese, Katichoa Tipperas, Chakmas, Manipuris, Gurkhas, Tonchongias, Koches of Dacca and the Chittagong Divisions, and Maglaya Domes, Tharus, Kharwaras and Dhangars of the Patna Division. Only these three Divisions and Calcutta have returned pupils of these races. Their total number is 2,405, and 2,013 of them attend public and 392 private institutions. But by far the largest number, 2,094, has been returned from the Chittagong Division, in which there were 1,275 Magh pupils, 622 Chakmas, and 159 Katichoa Tipperas. Pupils of the other races were very few. All the 392 pupils attending private institutions were Maghs living in the Chittagong Division who read in *Kyongs*. The next largest number—161—is from the Dacca Division, consisting of 155 Maghs, all of whom read in public institutions, 5 Koches and 1 Tippera. The Patna Division has returned 140, of whom 69 were Maglaya Domes, 59 Tharus, 5 Kharwaras and 7 Dhangars. Calcutta has returned 10 such students, all Maghs. One of these backward pupils passed the Entrance Examination, 3 the Middle Scholarship, 4 the Upper Primary and 41 the Lower Primary Examination. None of these students could obtain a scholarship.

8. During the last five years the total number of pupils in the schools for aboriginal and other backward races has gone down from 37,870 to 27,798, or by 26·6 per cent., as against an increase of 28 per cent. in the previous quinquennium. Of these 7,616 were Christians, against 6,567 in 1896-97, or an increase of 15·9 per cent. The loss in numbers is therefore confined to non-Christians, their number coming down from 31,303 to 20,182, or by 35·5 per cent. The largest increase (1,143) in the number of Christian, as well as the largest decrease (9,175) in that of non-Christian aboriginal, pupils took place in the Chota Nagpur Division, resulting in the total number of pupils of this class being reduced from 21,433 to 13,401, or by 37·4 per cent. There were other losses also in the number of non-Christians, viz., Burdwan 541, Chittagong 518, Patna 296, Bhagalpur 625, Orissa 326, Presidency 85, and Calcutta 3, while Dacca and the Tributary Mahals of Orissa gained 99 and 126, respectively.

9. The results of the examinations, however, compare very favourably with those of 1896-97, except those of the Entrance Examination. There were 5 passes at the Entrance against 6, 39 at the Middle against 13, 93 at the Upper Primary against 59, and 787 at the Lower Primary Examination as against 549, the total number being 924 as compared with 627, or a rise of 32·1 per cent.

10. The home of the aboriginal races is in the Chota Nagpur and Bhagalpur Divisions, the Orissa Tributary Mahals, the South Lushai Hills, the Birbhum and Bankura districts of the Burdwan Division, and the northern part of the Mymensingh district of the Dacca Division. The extensive Missionary organizations in the several districts of Chota Nagpur are doing conspicuous service towards spreading education among the wild tribes of the Division. The Colliery Primary schools at and near Giridih in the Hazaribagh district under a strong Committee are doing good work. These are the only schools conducted solely for the benefit of the pupils of the aboriginal races, although the Mission schools are chiefly intended for their education. The Government High School at Rangamati is also chiefly intended for these backward pupils. Besides these schools, both District Boards and Government have made special arrangements

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for the spread of education among these people. There is a Special Deputy Inspector for the inspection of Sonthal schools in the Sonthal Parganas.

11. There are six Missions working in the cause of education in Chota Nagpur, of which the Roman Catholic Missions generally have not supplied any information about their work, while the St. Xavier's Mission has given the statistics of their schools in Ranchi only. Of the others the Berlin Mission had 116 schools, with 2,504 boys and 810 girls. The total cost was Rs. 22,539, of which Rs. 4,238 were from public and Rs. 18,301 from private funds. The schools under the Society for the Propagation of the Gospel numbered 63, and were attended by 1,798 boys and 287 girls. The total cost was Rs. 15,574, of which Rs. 3,723 was derived from public and Rs. 11,851 from private sources. The Free Church Mission had 53 schools with 904 boys and 170 girls maintained at a total cost of Rs. 5,237, of which Rs. 2,215 were from public and Rs. 3,022 from private sources. The St. Xavier's Mission, so far as its work in Singbhum is concerned, had one school only with an attendance of 22 boys and 55 girls, which was maintained at a cost of Rs. 1,752, of which Rs. 144 only was met from public and Rs. 1,608 from private funds. The Dublin University's Mission had under that body 5 schools with 240 boys and 53 girls. The total expenditure on these schools was Rs. 6,672, made up of Rs. 104 from public and Rs. 6,568 from private funds. These Missions had between them 238 schools with 6,783 pupils (5,468 boys and 1,315 girls) against 203 schools attended by 6,271 pupils, of whom 1,208 were girls in 1896-97. There was, therefore, an increase of 35 schools and 512 pupils, the increase being shared both by boys and girls. The total cost of maintenance of these schools was Rs. 51,774 against Rs. 49,604, of which Rs. 10,440, or 20 per cent., was paid from public funds against the same percentage in 1896-97. The number of schools maintained at Giridih for the children of the coal-miners was 39 with 1,669 pupils, against 32 with 1,383 pupils in 1896-97. One was an upper primary, 33 lower primary, 2 night and 3 girls' schools. The total expenditure was Rs. 2,362 against Rs. 2,487. Of this the District Board contributed Rs. 981, Rs. 1,353 were paid by the East Indian Railway and Rs. 28 were collected from school fees. The East Indian Railway also paid Rs. 800 for school-houses. Out of 52 pupils sent up for the Lower Primary Examination, 46 were successful, while 2 pupils passed the Upper Primary Examination. There is a special Inspecting Pandit for the inspection of these schools, who receives Rs. 22 a month, of which the District Board pays Rs. 8. There are two Miners' schools in Manbhum under the Equitable Coal Company at Sarbari. The Company pays Rs. 5 a month to each, and one of them is in receipt of a stipend of Rs. 2 a month from the District Board. The school aided by the District Board passed 4 boys at the last Lower Primary Examination out of the same number sent up.

CHAPTER XIII—PRIVATE INSTITUTIONS.

Scope of Chapter and meaning of Private Institutions.

PRIVATE INSTITUTIONS.

By "Private Institution" is meant an indigenous school which has not accepted the standards of instruction prescribed by the Department or the University, and which does not submit to any public test. The definition is, no doubt, an arbitrary one; but it serves the purpose for which it has been adopted, viz., the classification of a group or groups of institutions which cannot be conveniently treated under any other section of Educational institutions.

2. Private institutions are divided into three classes:—

(1) Advanced, which teach a classical language, such as Arabic or Sanskrit;
(2) Elementary which teach either a vernacular or the Koran; and
(3) "Other" schools which include institutions having no definite place assigned to them.

3. Some of the Advanced institutions aim at a high standard of Oriental learning. The Elementary institutions give instruction of a rudimentary character in a vernacular, and conform to none of the departmental standards. It is from such institutions that the majority of the existing Primary schools have developed. Koran schools scarcely deserve the name of schools, as they are essentially religious institutions attached to mosques or places of religious worship, where Muhammadan boys and girls are gathered together and taught to recite the Koran. The "Other" schools are of too miscellaneous a nature to admit of description in detail.

4. From a statistical point of view the figures for Private institutions are not of much importance, as they do not in all cases represent the actual facts about them, owing, it must be said, to the circumstances that the information is believed to be neither accurate nor reliable, though collected through the ordinary inspecting staff, for there are no means of testing the accuracy of the figures, as, usually, no attendance or other registers are kept in such schools.

General Statistics of Private Institutions.

5. The Table numbered as Appendix CXXXVII exhibits the General Statistics of Private institutions, according to their class, for each of the three quinquennial years 1891-92, 1896-97 and 1901-02. During the last ten years the total number of Private institutions has steadily declined from 13,868 to 9,998, the rate of decrease being 11 per cent. in the earlier period and 18 per cent. in the later period. The total number of pupils in them also decreased from 139,594 to 119,639, the corresponding rates of decrease being 9 and 5 per cent. Advanced institutions teaching Arabic or Persian declined in both the periods. Those teaching Sanskrit increased in the earlier period but decreased in the later period, owing to some of the Sanskrit *tols* having been returned as Public schools on their adopting the departmental standards. Elementary vernacular schools for boys and girls show a steady decrease in number but an increase in attendance, compared with the figures of 1896-97. The average strength of each school for boys and girls has gone up from 6 to 9 and from 6 to 13, respectively. Koran schools decreased both in number and attendance. "Other" schools exhibit variations which it is difficult to explain, in view of the uncertainty that attaches to all returns for Private institutions.

6. The Table shown as Appendix CXXXVIII gives the comparative statistics of pupils in the chief classes of Private institutions for each of the years 1896-97 to 1901-02.

7. Comparing the figures with those of 1896-97 the number of pupils in the advanced Arabic or Persian institutions increased at the rate of 11 per cent., while that in Sanskrit institutions decreased by 43 per cent. In Elementary vernacular institutions the attendance rose by 17 per cent., but in the Koran and "Other" schools it fell by 11 and 2 per cent., respectively. The percentages of increase and decrease, compared with each preceding year, point to the fact

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that, in the case of schools that are entirely dependent on voluntary support, there is an increase in pupils in a good year: but this is liable to be changed into an actual decrease in a bad year.

8. The Table numbered as Appendix CXXXIX gives the proportion of pupils in Private institutions for the years 1896-97 to 1901-02.

9. The proportion of pupils in Private institutions to the total under instruction shows only a slight change; but there appears to be a slow but continuous reduction when compared with the total number of pupils under instruction. This is distinctly satisfactory.

10. The Table numbered as Appendix CXL classifies the pupils in Private institutions according to race or creed for 1901-02. The most important feature of this Table is that it shows the very large percentage of Muhammadan pupils in attendance at the Private institutions. The necessary explanation is to be found in the attendance of Muhammadans at Koran schools and at advanced institutions for the study of Arabic and Persian.

11. The main facts, therefore, with regard to Private institutions are that the number has dropped from 13,868 to 9,998, and the pupils in them from 139,594 to 119,639. This decline is partly due to high prices of food-grains and to the general distress in consequence, especially among the Muhammadans, who form the bulk of the rural population in East Bengal.

12. Advanced institutions for Arabic or Persian declined slightly in attendance but heavily in number. The number of Advanced institutions for Sanskrit, called *tols* in Bengal, fell from 1,694 to 1,160, many such schools having adopted the prescribed Sanskrit standards on receipt of regular subsidies from the State. These latter are now classed as "Aided" institutions. *Tols* are most numerous in the Patna, Dacca, Burdwan, Bhagalpur and Presidency Divisions.

13. Elementary schools show a decrease in number, but an increase in pupils. They are most numerous in Dacca and Chittagong.

14. The number of Koran schools for boys dropped from 5,969 in 1891-92 to 3,439 in 1901-02, and their pupils from 70,360 to 51,308. They were most numerous in Dacca, Chittagong and Patna.

15. "Other" schools decreased in number but increased in attendance. These institutions are of a nondescript kind, teaching any subject and any of the vernaculars. The most important are the *kyaungs*, or Buddhist monastic schools in Chittagong.

CHAPTER XIV.—HOSTELS OR BOARDING-HOUSES.

Scope of Chapter.

HOSTELS OR BOARDING-HOUSES.

Hostels or boarding-houses attached to Schools and Colleges should play an important part in the education of the young. The advantages of these institutions have now been appreciated in Bengal both by s choolmasters and guardians of pupils, and by the pupils themselves, so much so that, besides a large number of institutions under public management, many schools under private management have attached boarding-houses for pupils who are not residents of the locality where the school is held.

General Statistics of Hostels.

2. The Table shown as Appendix CXLI gives the comparative statistics of Hostels for the two years 1896-97 and 1901-02.

3. The growth of these institutions is rapid, as we find that the total number of them increased from 208 to 316 in the past quinquennium, the rate of increase being 51·9 per cent. The number of inmates has increased from 7,574 to 11,341, or by 49·7 per cent., during the same period. The total expenditure rose from Rs. 2,23,123 to Rs. 8,67,719, or at the enormous rate of 288·8 per cent., while the expenditure from Private Funds increased at the still higher rate of 303·1 per cent., and that from Public Funds by 125·8 per cent.

4. The next Table, numbered as Appendix CXLII, gives the statistics of Hostels according to the class of management for the two years 1896-97 and 1901-02.

5. Hostels attached to schools under Government management both for boys and girls increased by 10 and 3, or by 41·6 and 300 per cent., respectively, their inmates increasing at the far higher rate of 105·8 and 372 per cent. Aided Hostels for boys increased by 33 or 150 per cent., and the number of their inmates by 506, or 34·3 per cent., while the unaided Hostels for boys show a rise of 47·8 per cent. in their number and of 64·8 per cent. in the number of their inmates. Both aided and unaided Hostels for females show improvement in their number and strength. Hostels attached to District Boards or Municipal schools show a falling off in their number, but there has been a large rise in the number of inmates.

6. The following Table, numbered as Appendix CXLIII, gives the statistics of attendance and expenditure of Hostels for boys for the two years 1896-97 and 1901-02.

7. This Table shows to what extent the Hostel system has spread in schools and colleges for boys. The number of inmates has considerably increased under all the different heads and the amount of expenditure from all the sources shows great advance, the greatest being under "Fees"; "Subscriptions and Endowments" also showing a very great rise. Of the total expenditure 76 per cent. is provided by "Fees," and 19·6 per cent. by "Subscriptions and Endowments."

8. The next Table, numbered as Appendix CXLIV, gives similar statistics for girls' schools for the two years 1896-97 and 1901-02.

9. Here also, as in the case of Hostels for boys, the number of inmates and expenditure rose under all the different heads. Besides a very great increase under "Fees" and "Subscriptions, &c.," expenditure from Provincial Revenues increased from Rs. 1,249 to Rs. 15,916, or at the rate of 117·4 per cent. By far the greater share of the total expenditure, however, is borne by Fees, from which 59·5 per cent. was derived, while "Subscriptions, &c.," contributed 35·2 per cent., and the remainder, 5·3 per cent., was borne by Provincial Revenues.

10. The two most important Hostels under Government management are the Eden Hindu Hostel and the Elliott Madrasah Hostel. The former is intended chiefly for the accommodation of such Hindu pupils of the Presidency College and of the Hindu and Hare Schools as do not live with their parents or guardians. If there is room, after satisfying the needs of these institutions, students of other schools and colleges, Government or private, are allowed to live in it. The Elliott Madrasah Hostel, as the name

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implies, is a Muhammadan Hostel attached to the Calcutta Madrasah, in which pupils of the Madrasah who have no parents or guardians to live with in Calcutta are taken. Like the Eden Hindu Hostel, it takes Muhammadan students of other schools and colleges, provided there is room after satisfying the demands of the Calcutta Madrasah. The total number of inmates in the former was 237 in 1901-02 and in the latter 100. The total expenditure of the Eden Hindu Hostel amounted to Rs. 28,536 and that of the Elliott Hostel to Rs. 3,664. Out of this, Government paid Rs. 2,656 and Rs. 1,292, respectively, chiefly for medical attendance and superintendence. The average cost of a student was Rs. 10 per month per head in the former and a little over Rs. 3 in the latter. The low average for the Elliott Hostel is due to the fact that no account is taken of the expenses for food, for which the students make their own arrangements; but in the Eden Hindu Hostel the receipts for board, like other Government receipts, are remitted to the Treasury and the charges on that account are debited against Provincial Revenues. Of the inmates of the Eden Hindu Hostel 140 belonged to the Presidency College, 6 to the Hindu School, 13 to the Hare School and 78 to other schools and colleges, including the Medical College. Among Hostels for females, that attached to the Bethune College had 31 inmates and the total cost was Rs. 4,927. The cost per head was, therefore, Rs. 159 per annum. It was Rs. 74 per annum in the Hostel attached to the Ballyganj Boarding School, a Training School for girls, and Rs. 53 in the Brahmo Balika Sikshalaya, a High school for girls. In the Hostels for boys in the Muffassal, the charges vary generally from Rs. 4 to Rs. 6 a month.

11. Besides these Hostels directly attached to schools and colleges there are very large numbers of messes at large centres of education like Calcutta, Dacca, Patna, &c., in which students live. These messes have hitherto been totally unnoticed, and their inmates were entirely left to themselves. The results have been very disastrous to many young men who, being under no control and totally uncared for, have not been able to resist the temptations of cities. The houses in which these messes were held were in many cases, quite insanitary. Such a state of things was greatly detrimental to the moral, physical and intellectual welfare of students. To put a stop to this a set of rules was sanctioned by Government, in 1900, for the management of students' messes, the chief features of which are—(1) that "all messes must be duly licensed or approved by the Principal of a College, or by the Head-master of a High English or Middle School, as fit places for the residence of students—" in Calcutta, however, the sanitary condition of the house must be certified by the Health Department of the Calcutta Municipality; (2) that "they are under the inspection of the Inspector or Assistant-Inspector, or any other person appointed by Government, or by the Education Department;" (3) that "Principals or Head-masters licensing messes are to inspect them frequently, or have them inspected by officers deputed by them;" (4) that "a Superintendent is to be appointed by such Principal or Head-master from among the inmates, who will have to report any serious breach of morality or discipline to the Principal or Head-master, and otherwise render help in such matters;" and (5) that "a Conduct Register has to be kept by the Superintendent."

CHAPTER XV.—PHYSICAL AND MORAL TRAINING.

PHYSICAL AND MORAL TRAINING.

In Government colleges and schools physical exercise of some kind or other is compulsory on the students except those exempted by Medical certificate. In most High schools under public management there are gymnastic teachers, but gymnastics seem to be less popular than such games as football and cricket. In Middle and Primary schools outside towns and head-quarter stations boys generally play country or indigenous games, the appliances for which cost them little or nothing. At district head-quarters and other large centres of educational activity football, cricket and lawn tennis are, practically, the only games played. Drill has been systematically introduced in all High and in many Middle and Primary schools, although its educational value has not yet been fully appreciated. There is however, no doubt, that the importance of physical training has been fully realised by all who take an interest in the education of young people.

Moral Training.

2. The Rules and Regulations of the Department require all schoolmasters to try to impart moral instruction to their students by example as well as by precept. Serious breaches of discipline are severely dealt with. Boys are fined for misbehaviour; but, if they are found guilty of gross misconduct, corporal punishment is sometimes inflicted on them. The extreme penalty of expulsion is resorted to only in serious cases. A few such cases were detected during the year and adequately punished. Cases of misconduct on the part of teachers employed in Secondary schools are happily very rare. One case, however, has been reported from Dacca in which the Head Pandit of a Middle school was suspended for four months for making a false statement regarding a private candidate at the Middle Scholarship Examination. In Primary schools cases have occurred in which gurus yielded to the temptation of earning a few extra rupees by fraudulent practices, such as sending up students under false names who have once before passed examinations, and thus earning rewards twice over.

3. The monitorial system has not yet been adopted to any appreciable extent in any institutions in Bengal excepting the Sibpur Engineering College, the Eden Hindu Hostel and some other boarding establishments where it is partially in operation. There is also a partial application of it in the Monghyr Zillah School, where there are two monitors in each class to assist the master in charge in maintaining discipline.

CHAPTER XVI.—EDUCATIONAL CONFERENCES.

EDUCATIONAL CONFERENCES.

By far the most important of all the Conferences and Committees held in Bengal during the past quinquennium was the Committee, appointed by Government in 1898, to revise the subjects and courses with the text-books used in connection with Vernacular Education in Bengal. It consisted of some experienced officers of the Education Department, including the Inspector of Schools, Presidency Circle, the Principal of the Government School of Art, two Professors of the Presidency College, Professor of Agriculture in the Sibpur Engineering College, the Head Master of the Hare School and the Head Master of the Calcutta Training School for Teachers, with the Director of Public Instruction, Bengal, for President. The Committee held many meetings and submitted its first report on 6th April 1899. The report was published in the *Gazette* and the public were invited to offer criticisms and suggestions. These were considered by the Committee, and they submitted their final report on 17th April 1900. Under the revised system of Vernacular Education, as sanctioned by Government, children will be trained and educated, and not instructed or merely taught in the ordinary acceptance of the word.

A special method of Kindergarten training worked on more or less new and simple lines, with the use of objects actually to be found in almost every Primary school, has been devised. Object lessons also form a prominent part of the teaching of all classes up to and including the Lower Primary stage. The various subjects taught up to the Upper Primary stage are to be treated as far as possible as object lessons. The syllabus also includes free-hand drawing and drill through the whole course.

Hand and eye-training for boys begins in the lowest classes, and manual training, which is optional, is to begin in the A class of the Lower Primary school, while needlework for girls will begin in class B of the Lower Primary school. A simple reading course has been arranged as follows:—For boys in town schools, some elementary notions of the simplest facts and principles of Botany, Natural History, Hygiene, Physical Science and Chemistry; for boys in country schools a similar course, only with Agriculture substituted for Physical Science and Chemistry. For girls in both town and country a similar course of Botany, Natural History and Domestic Economy only has been arranged. The readers are to be written in the most simple and comprehensible language, and to be illustrated and explained, as far as possible, by means of diagrams or illustrations in the books of object-lessons. In the writing course the forms of simple documents, which are commonly used by raiyats, are to be introduced as exercises. Mensuration is to include a course of simple practical Geometry. In the two highest standards Euclid has been introduced as an alternative subject to Geometrical Drawing instead of, as at present, being a compulsory subject. Under the head of Literature and Poetry the subject of moral training is to be considered in the selection of pieces.

In addition to these a Literature book, (with History and Geography Readers,) and Arithmetic are to be taught in the Upper Primary and Middle examination courses, and Arithmetic only in the Lower Primary examination course.

2. Conferences were held by Inspectors, Deputy Inspectors and Sub-Inspectors in all the divisions, except Bhagalpur, for the purpose of (1) ascertaining what steps should be taken for the introduction of the new Vernacular education scheme, and (2) for explaining the system to the teachers of Middle and Primary schools.

The most prominent of these were two conferences held at Hât Chapra, in the Nadia district, by the Church Mission Society. At the first of these the Head Master of the Hindu School, who was a member of the Committee appointed by Government to revise the books and subjects used in Vernacular education was deputed by the Director of Public Instruction, to address the Meeting, at which many of the Society's teachers were present, on the new scheme of Vernacular education. At the second meeting lectures were delivered on Educational subjects by the District Magistrate, Mr. Delany, the

EDUCATIONAL CONFERENCES.

Principal of the Victoria Training School, at Kurseong, and Rev. Mr. Hewitt. All the teachers of the Society and Sub-Inspectors of Schools in the district under the Magistrate-Chairman's orders attended the conference, which appears to have been a great success. Some conferences were also held by inspecting officers for the purpose of explaining the hostel and mess rules recently sanctioned by Government. In the Patna Division, with the exception of the first year of the quinquennium, two conferences were regularly held annually: (1) of Head Masters of Zilla Schools in connection with the revision of the course of studies for those schools, and (2) of Deputy Inspectors of Schools for the Middle and Upper Primary Scholarship examinations.

3. A conference of higher inspecting officers of the Dacca and Chittagong Divisions, then forming the Eastern Circle, was held at Dacca in 1900 in which (1) uniformity in the methods of conducting the A and B standard examinations for rewards, (2) improvement of female education and (3) improvement of circle schools were considered.

CHAPTER XVII.—TEXT-BOOKS AND LIBRARIES.

Text Books.—The preparation of text-books has, as stated in the previous quinquennial report, been left almost entirely to private enterprise, the Department making its selection out of the very numerous publications offered every year for acceptance. The duty of considering the suitability of books for use in schools has been entrusted to the Central Text-Book Committee at Calcutta, and two other Committees—one at Bankipore to consider Hindi and Urdu books, and one in Orissa to consider publications in Uriya. The ultimate decision as to the text-books which are to be prescribed or approved for schools in Bengal rests with Government. The Central Text-Book Committee was re-organised last year under the orders of Government, dated the 13th November 1900. It consists of thirteen official members, including the Director of Public Instruction, Bengal, as its *ex-officio* President, and the Inspector of Schools, Presidency Division, as *ex-officio* Secretary, and eight non-official members. Each member is appointed by Government for a term of two years on the recommendation of the Director of Public Instruction, and may be re-appointed. The chief duty of the Committee is to examine and report on all books that are presented to it by the Director of Public Instruction after that officer has caused a preliminary examination to be made. The following Sub-Commitees have been formed to work under the General Committee:—

(1) Bye-Laws Sub-Committee.
(2) History and Geography Sub-Committee.
(3) English Language and Literature Sub-Committee.
(4) Oriental Languages and Literature Sub-Committee.
(5) Mathematics and Science Sub-Committee.

2. Exclusive of the books prepared under the new scheme for Vernacular Education, which were examined by a Special Committee, 461 books were presented in 1901-02 for preliminary examination, of which 112 were recommended by the Director of Public Instruction within the year as fit for examination by Text-Book Commitees.

3. There is no proper library of suitable text books or museum of educational appliances for general educational purposes attached to the Text-Book Committees at present, though this was recommended by the Education Commission. Papers or magazines devoted to Education are encouraged by grants-in-aid, or by the purchase of certain copies of the publication by the Department.

4. The Calcutta School Book Society, with its numerous agencies in the Mufassal, is the chief medium for the distribution of school-books at the lowest possible prices without regard to commercial profit. The Committee for the management of the Society has lately been remodelled by Government with a view to increasing the usefulness of the institution.

5. During the year the Society sold at Calcutta, and through its agencies in the Mufassal, 2,31,563 books valued at Rs 1,13,073.

DARJEELING,
The 21st October 1902.

A. PEDLER,
Director of Public Instruction, Bengal.

APPENDICES.

TABLE I.—*General Statistics of Institutions and Pupils, 1896-97 to 1901-1902.*

CLASS OF INSTITUTIONS.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.		PERCENTAGE.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
PUBLIC INSTITUTIONS—														
Arts Colleges ... Males	35	6,351	36	6,400	37	7,160	41	7,822	41	8,150	41*	8,095	+ 17	+ 27
Females	3	33	2	40	2	44	3	46	3	49	3	55	...	+ 67
Professional Colleges Males	18	1,875	18	1,974	19	2,078	19	2,036	19	2,241	21	2,405	+ 17	+ 28
Females	...	14	...	10	...	13	...	12	1	23	...	22	...	+ 57
Secondary Schools ... Males	2,475	218,450	2,477	223,780	2,493	228,090	2,466	234,294	2,469	236,973	2,451	245,132	− 1	+ 12
Females	57	5,644	59	5,483	57	5,071	56	5,214	59	5,563	59	5,460	+ 4	− 3
Primary Schools ... Males	49,650	1,203,162	47,595	1,167,691	48,322	1,200,034	48,118	1,208,865	46,282	1,161,282	45,922	1,175,933	− 8	− 3
Females	3,204	99,705	2,802	91,924	2,718	92,257	2,703	93,589	2,629	90,690	2,664	94,148	− 17	− 6
Training Schools ... Males	20	822	17	749	19	769	19	813	18	754	23	753	+ 15	− 8
Females	9	475	9	497	10	495	10	701	9	498	9	516	...	+ 9
Other special schools Males	169	7,014	85	6,298	346	10,183	456	12,581	566	13,900	601	15,382	+256	+119
Females	...	48	...	46	...	49	...	45	...	34	...	121	...	+152
Total Public Institutions ...	55,640	1,548,593	53,100	1,504,892	54,023	1,546,243	53,891	1,566,078	52,066	1,520,137	51,794	1,548,023	− 7	− ·03
PRIVATE INSTITUTIONS—														
Advanced ... ... Males	2,982	31,363	2,842	30,302	2,810	31,454	2,633	28,327	2,375	26,043	2,302	26,480	− 23	− 16
Females	...	278	...	237	...	318	...	371	...	221	...	174	...	− 37
Elementary ... ... Males	8,803	86,971	8,176	82,806	7,936	84,408	7,807	85,454	7,429	85,344	7,443	86,016	− 15	− 1
Females	422	7,570	395	6,578	332	6,362	322	7,425	272	6,583	253	6,969	− 40	− 8
Total Private Institutions ...	12,207	126,182	11,413	119,923	11,078	122,542	10,762	121,577	10,076	118,191	9,998	119,639	− 18	− 5
GRAND TOTAL ...	67,847	1,674,775	64,513	1,624,815	65,101	1,668,785	64,653	1,687,595	62,142	1,638,328	61,792	1,667,661	− 9	− ·4

* Excluding the newly-affiliated college at Mymensingh, the returns of which were received too late for inclusion in the Provincial Statistics.

TABLE II.—*Percentage of Institutions to Towns and Villages, 1896-97 to 1901-1902.*

YEARS.	Institutions for males.	Institutions for females.	Total Institutions.
1896-97	26·9	1·5	28·4
1897-98	25·7	1·3	27·0
1898-99	25·9	1·3	27·2
1899-1900 ...	25·7	1·3	27·0
1900-1901 ...	24·8	1·2	26·0
1901-1902 ...	27·3	1·3	28·6

TABLE III.—*Average number of Pupils in each Public Institution, 1896-97 to 1901-1902.*

YEAR.	Colleges.	Secondary schools.	Primary schools.	Special schools.
1896-97 ...	148	89	25	42
1897-98 ...	150	90	25	68
1898-99 ...	160	91	25	30
1899-1900 ...	157	95	25	29
1900-1901 ...	163	95	25	25
1901-1902 ...	162	99	26	26

TABLE IV.—*Proportion of Pupils to Estimated Population of School-going Age in 1891-92 and in 1896-97 to 1901-1902.*

YEAR.	PUPILS.			PERCENTAGE.		
	Male.	Female.	Total.	Male.	Female.	Total.
1891-92 ...	1,434,823	97,142	1,531,965	26·3	1·8	14·0
1896-97 ...	1,561,008	113,767	1,674,775	28·5	2·0	15·2
1897-98 ...	1,520,000	104,815	1,624,815	27·8	1·9	14·8
1898-99 ...	1,564,176	104,609	1,668,785	28·6	1·9	15·2
1899-1900 ...	1,580,192	107,403	1,687,595	28·9	1·9	15·4
1900-1901 ...	1,534,667	103,661	1,638,328	26·6	1·8	14·2
1901-1902 ...	1,560,196	107,465	1,667,661	27 1	1·8	14·5

TABLE V.—*Institutions and Pupils according to Class of Institution, 1896-97 to 1901-1902.*

YEAR.	COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		PRIVATE INSTITUTIONS.		TOTAL.		PERCENTAGE OF INCREASE OR DECREASE.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1896-97	56	8,273	2,532	224,094	52,854	1,327,867	198	8,359	12,207	126,182	67,847	1,674,775	.....	+9
1897-98	56	8,424	2,536	229,263	50,397	1,259,615	111	7,590	11,413	119,923	64,513	1,624,816	—5	—3
1898-99	58	9,295	2,550	233,161	51,040	1,292,291	375	11,496	11,078	122,542	65,101	1,668,785	+1	+8
1899-1900	63	9,916	2,522	239,508	50,821	1,302,454	485	14,140	10,762	121,577	64,653	1,687,595	—1	+1
1900-1901	64	10,463	2,525	242,536	48,881	1,251,972	593	15,166	10,076	118,191	62,142	1,638,328	—4	—3
1901-1902	65	10,577	2,510	250,592	48,586	1,270,081	633	16,772	9,998	119,639	61,792	1,667,661	—1	+2

TABLE VI.—*Proportionate rate of Progress in Public Institutions, 1891-92, 1896-97 and 1901-1902.*

YEAR.	COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		TOTAL.	
	Institutions.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Institutions.	Pupils.
1896-97 compared with 1891-92.	+ 17	+ 32	+ 7	+ 5	+ 3	+ 11	— 27	+ 12	+ 3	+11
1901-1902 compared with 1896-97.	+ 16	+ 27	.....	+ 12	— 8	— 3	+219	+100	— 7	...

TABLE VII.—*Male pupils in Public Institutions according to Stage of Instruction, 1896-97 to 1901-1902.*

STAGE OF INSTRUCTION.	Number.						Percentage.					
	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
Collegiate	6,351	6,400	7,160	7,822	8,150	8,095	·5	·46	·50	·54	·58	·56
High	27,829	26,863	27,694	29,996	30,732	35,134	1·9	1·92	1·93	2·07	2·18	2·45
Middle	46,328	46,337	46,000	47,862	48,755	52,741	3·2	3·35	3·20	3·29	3·46	3·69
Upper Primary	78,954	85,463	88,759	91,669	92,763	94,882	5·5	6·12	6·18	6·31	6·59	6·63
Lower Primary (A)	941,383	915,700	934,863	950,567	930,650	939,658	65·7	65·50	65·14	65·53	66·18	65·76
Do. (B)	332,118	316,608	330,808	323,065	295,355	298,650	23·2	22·65	23·05	22·26	21·01	20·91
Total ...	1,432,963	1,397,371	1,435,284	1,450,981	1,406,405	1,429,160	100	100	100	100	100	100

Female Pupils in Public Institutions according to Stage of Instruction, 1896-97 to 1901-1902.

STAGE OF INSTRUCTION.	Number.						Percentage.					
	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.
Collegiate	33	40	44	46	49	55	·03	·04	·04	·05	·05	·06
High	191	202	167	192	205	230	·19	·21	·17	·19	·21	·23
Middle	1,082	861	791	812	901	884	1·02	·88	·81	·82	·94	·88
Upper Primary	2,180	2,145	2,015	2,029	2,090	2,080	2·07	2·20	2·07	2·05	2·17	2·08
Lower Primary (A)	60,869	59,459	59,827	59,640	59,369	61,380	57·75	61·01	61·44	60·34	61·65	61·59
Ditto ... (B)	41,036	34,740	34,528	36,130	33,688	35,034	38·94	35·66	35·47	36·55	34·98	35·16
TOTAL ...	105,382	97,447	97,372	98,849	96,302	99,663	100	100	100	100	100	100

TABLE VIII.—*Distribution of Pupils according to Stage of Instruction per 10,000 of School going Age, 1896-97 and 1901-1902.*

STAGE OF INSTRUCTION.	1896-97.			1901-1902.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Collegiate	12	...	6	14	...	7
High	51	·3	25	61	·4	31
Middle	85	2	43	92	1	46
Upper Primary	145	4	74	165	4	84
Lower Primary (A) ...	1,727	110	916	1,634	107	870
Lower Primary (B) ...	610	75	341	519	61	290
TOTAL ...	2,630	191·3	1,405	2,485	173·4	1,328
Professional Colleges and Special Schools			9	...	...	17
Private Institutions ...	...	...	116	...	...	104
GRAND TOTAL ...	...	...	1,530	...	...	1,449

TABLE IX.—*Male pupils in Public Institutions according to Stages of Instruction, 1896-97 and 1901-1902.*

STAGES.	1896-97.		1901-02.		Percentage of increase or decrease, 1901-1902, compared with 1896-1897.
	Number.	Percentage.	Number.	Percentage.	
Collegiate... ...	6,351	·5	8,095	·6	+ 27
High	27,829	1·9	35,134	2·5	+ 26
Middle	46,328	3·2	52,741	3·7	+ 13
Upper Primary ...	78,954	5·5	94,882	6·6	+ 20
Lower Primary (A) ...	941,383	65·7	939,658	65·7	− ·18
Lower Primary (B) ...	332,118	23·2	298,650	20·9	− 10
TOTAL ...	1,432,963		1,429,160		− ·2

TABLE X.—*Proportion of Pupils in Public Institutions in Stages of Instruction, 1896-97 and 1901-1902.*

YEAR.	Collegiate.	High.	Middle.	Upper Primary.	Lower Primary (A).	Lower Primary (B).
1896-97 ...	·4	1·8	3·1	5·3	65·1	24·3
1901-1902. ...	·5	2·3	3·5	6·4	65·5	21·8

TABLE XI.—*Institutions classified according to Management, 1896-97 to 1901-1902.*

YEAR.	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.						TOTAL.	
	GOVERNMENT AND NATIVE STATES.		BOARD.		AIDED.		UNAIDED.		PRIVATE.			
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1896-97	952*	25,044	206	13,097	41,172	1,292,292	14,016	308,160	12,207	126,182	67,847	1,674,775
1897-98	1,083	38,402	195	13,493	37,270	1,117,662	14,552	335,335	11,413	119,923	64,513	1,624,815
1898-99	1,209	41,511	200	13,800	38,641	1,164,193	13,973	326,739	11,078	122,542	65,101	1,668,785
1899-1900	1,170	41,712	200	13,676	38,993	1,188,149	13,528	322,481	10,762	121,577	64,653	1,687,595
1900-01	963	37,923	217	14,224	38,211	1,164,102	12,675	303,888	10,076	118,191	62,142	1,638,328
1901-02	1,058	38,816	210	14,089	37,968	1,183,572	12,558	311,545	9,998	119,639	61,792	1,667,661

* General Table III for this year did not contain any column to show schools maintained or aided by Native States.

TABLE XII.—*Proportion of Pupils in Institutions according to Management, 1896-97 and 1901-1902.*

Year.	Government and Native States.	Board.	Aided.	Unaided.	Private.
1896-97	1·5	·8	71·8	18·4	7·5
1901-1902	2·3	·9	70·9	18·7	7·2

TABLE XIII.—*Average number of Pupils in Institutions according to Management, 1896-97 and 1901-1902.*

Management.	1896-97.	1901-02.
Government	99	172
Native States	(a)	15
Board	65	67
Aided	29	31
Unaided	22	24
Private	10	12
Average	24	26

(a) There were no headings in the General Tables for this year to show the figures.

TABLE XIV.—*Percentage of Pupils in daily attendance according to Management of Institutions, 1896-97 to 1901-1902.*

Years.	Government.	Board.	Native States.	Aided.	Unaided.
1896-97	82	73	...	82	83
1897-98	80	81	79	80	82
1898-99	81	80	78	81	81
1899-1900	81	79	77	81	81
1900-1901	80	78	75	79	81
1901-1902	82	80	77	80	81

TABLE XV.—*Pupils Classified according to Race or Creed, 1896-97 and 1901-1902.*

	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1896-97 { Public Institutions ...	7,818	14,279	1,093,876	397,554	35,066	1,548,593
{ Private Institutions ...	...	60	45,359	79,465	1,298	126,182
1901-1902 { Public Institutions ...	8,029	15,923	1,104,361	387,839	31,870	1,548,022
{ Private Institutions ...	...	678	43,495	74,835	631	119,639
Percentage of increase or decrease, 1901-1902 compared with 1896-97 { Public ...	+ 3	+ 11	+ 1	— 2	— 9	— ·03
{ Private...	...	+1,030	— 4	— 6	—51	— 5
1896-97 compared with 1891-92 { Public	+13	+ 31	+ 10	+12	+24	+ 11
{ Private.....	...	—14	+ ·5	—15	+67	— 9

TABLE XVI.—*Percentage of Pupils in Public Institutions according to Race or Creed, 1901-1902.*

Race or Creed.	In total population.	In Arts Colleges.	In Professional Colleges.	In Secondary Schools.	In Primary Schools.	In Special Schools.
Europeans and Eurasians	·06	·78	5·9	2·6	·1	·45
Native Christians ...	·3	·88	1·0	1·1	·9	5·97
Hindus	63·28	92·02	89·0	81·3	69·3	65·15
Muhammadans ...	32·96	6·02	3·8	14·3	27·3	27·73
Others	3·4	·3	·3	·7	2·4	·7

TABLE XVII.—*Languages learnt by Pupils, 1896-97 and 1901-1902.*

YEAR.	PUBLIC INSTITUTIONS.						PRIVATE.		
	English.	Per cent.	Classical Language.	Per cent.	Vernacular.	Per cent.	English.	Classical.	Vernacular.
1896-97	158,034	10·2	101,082	6·7	1,485,810	95·9	575	93,819	35,192
1901-1902	195,363	12·6	122,602	7·9	1,443,191	93·2	2,317	80,762	40,246

TABLE XVIII.—*Proportion of Pupils learning English 1896-97 to 1901-1902.*

YEAR.	Total learning English.	Number of school-going age, of whom one pupil was learning English.
1896-97	158,609	69 by the Census of 1891.
1897-98	163,708	66 Ditto.
1898-99	175,137	62 Ditto.
1899-1900	187,241	57 Ditto.
1900-1901	193,882	59 Ditto of 1901.
1901-1902	197,680	58 Ditto do.

TABLE XIX.—*General Statistics of Expenditure according to sources, 1896-97 to 1901-1902.*

PRINCIPAL SOURCES.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease, 1901-1902, as compared with 1896-97.
Provincial Revenues	26,93,084	24,88,908	23,74,226	24,17,501	23,24,458	24,54,517	−8
Local funds	11,72,411	11,18,085	11,97,424	11,71,380	12,33,990	12,72,291	+8
Municipal funds	1,03,933	99,122	94,877	92,440	91,798	98,154	−5
Fees	48,61,541	49,08,171	51,63,952	52,19,861	53,54,283	56,13,834	+15
Other sources	21,38,666	23,38,209	23,42,427	24,93,376	25,71,061	28,11,679	+31
Total ...	1,09,68,635	1,09,42,495	1,11,12,906	1,13,94,558	1,15,75,590	1,22,50,475	+11·7
Percentage of increase or decrease, compared with preceding year ...							
Provincial Revenues	.....	− 8	− 4	+2	− 4	+ 6	.....
Local funds	.....	− 5	+ 2	+3	+ 5	+ 3	.....
Municipal funds	.....	− 4	− 4	−2	−6	+ 7	.....
Fees	.....	+9	+ 5	+1	+ 2	+ 5	.....
Other sources	.....	+ 9	+1	+6	+ 3	+ 9	.....
Total ...	.....	−2	+ 1	+2	+ 1	+ 6	.....

TABLE XX.—*General Statistics of Expenditure according to Heads of charge, 1896-97 to 1901-1902.*

HEADS OF CHARGE.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-1901.	1901-1902.	Percentage of increase or decrease, 1901-1902, compared with 1896-97.
Direct.							
Arts Colleges	7,47,764	7,71,372	7,32,690	7,43,542	7,52,329	8,22,569	+10
Professional colleges	3,40,775	3,31,054	3,59,486	3,82,720	3,84,958	3,85,667	+13
Secondary schools	40,37,627	40,74,845	37,29,687	38,30,331	39,98,307	42,65,077	+ 5
Primary schools	31,99,112	31,45,678	32,39,168	32,65,056	32,17,451	33,32,239	+ 4
Training schools	1,41,135	1,32,848	1,36,822	1,54,621	1,42,476	1,35,431	− 4
Other special schools	3,19,746	3,62,986	3,84,900	4,24,579	4,89,999	4,70,096	+47
Total direct expenditure ...	87,86,159	88,18,783	85,82,753	88,00,849	89,85,520	94,11,079	+ 7
Indirect.							
University	1,61,430	1,40,868	1,74,268	1,83,111	1,89,347	2,06,298	+27
Direction	75,360	65,571	68,871	62,195	65,536	78,020	+ 3
Inspection	6,24,970	6,64,577	6,54,818	6,73,083	6,66,134	6,59,030	+ 5
Scholarships	2,26,993	2,35,009	2,37,065	2,31,694	2,37,344	2,25,763	− 5
Buildings.	6,48,488	5,48,830	5,00,506	5,51,965	4,15,736	5,62,190	−13
Furniture, &c.	65,062	60,589	62,845	63,644	98,403	1,04,267	+60
Miscellaneous	3,80,173	4,08,268	8,31,780	8,28,067	9,17,570	10,03,828	+164
Total indirect expenditure ...	21,82,476	21,23,712	25,30,153	25,93,709	25,90,070	28,39,396	+30
GRAND TOTAL ...	1,09,68,635	1,09,42,495	1,11,12,906	1,13,94,558	1,15,75,590	1,22,50,475	+11
Percentage of increase or decrease compared with preceding year.	.....	−·2	+1·5	+2·5	+1·5	+ 6	+11
Direct expenditure only ...	.....	+·3	−3	+2·5	+2	5	+ 7
Indirect expenditure only ...	.....	−3	+19	+2	−·1	+10	+30

TABLE XXI.—*Expenditure according to sources and heads of charge, 1896-97 and 1901-1902.*

Heads of charge.	1896-97.						1901-1902.						PERCENTAGE OF—	
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds,	Fees.	Other sources.	Total.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Colleges	5,49,574	...	...	3,96,858	1,42,107	10,88,539	5,26,902	...	588	4,89,022	1,91,724	12,08,236	+ 11	...
Secondary schools	5,31,233	2,22,865	25,383	22,70,680	9,87,466	40,37,627	5,05,565	2,21,626	17,465	23,05,398	12,15,023	42,65,077	+ 5·6	...
Primary schools ...	2,27,485	5,51,119	63,095	17,66,102	5,91,311	31,99,112	1,75,339	6,22,385	63,646	18,67,929	6,02,940	33,32,239	+ 4	...
Special schools ...	2,66,984	14,814	1,930	72,667	1,04,436	4,60,881	3,18,291	21,705	3,867	79,161	1,82,503	6,05,527	+ 31	...
University ...	.....	...	...	1,61,430	...	1,61,430	...	...	...	2,06,298	...	2,06,298	+ 28	...
Direction and inspection.	4,20,370	2,73,829	2,398	...	3,733	7,00,330	4,26,170	3,02,992	3,482	...	4,406	7,37,050	+ 5	...
Scholarships ...	1,67,698	28,336	989	...	29,970	2,26,993	1,65,555	30,539	452	...	29,237	2,25,763	...	− 0·5
Buildings and furniture.	4,58,936	5,596	3,308	84,555	1,61,155	7,13,550	2,57,787	9,369	4,308	29,194	3,65,799	6,66,457	...	− 6·5
Miscellaneous ...	70,804	75,852	5,830	1,09,249	1,18,438	3,80,173	78,928	63,675	4,346	6,36,434	2,20,445	10,03,823	+ 164	...
Total ...	26,93,084	11,72,411	1,02,933	48,61,541	21,38,666	1,09,68,635	24,54,517	12,72,291	98,154	56,13,436	28,12,077	1,22,50,475	+ 11·6	...
Percentage of increase or decrease, 1901-1902 compared with 1896-97.	...	...	...	...	...	...	−9	+8	−4	+15	+31	+12	...	...
1896-97 compared with 1891-92.	+7	+11	+24	+24	+21	+17	...	...	...	...	...	...	...	...

TABLE XXII.—*Average expenditure per head of population, 1896-97 and 1901-1902.*

	Public funds.	Private funds.	Total.
	As. P.	As. P.	As. P.
1896-97	0 11	1 6	2 5
1901-1902 ...	0 9	1 9	2 6

TABLE XXIII.—*Expenditure on the chief classes of institutions.*

YEAR.	ARTS COLLEGES ENGLISH.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		Grand total.
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	
	Rs.		Rs.		Rs.		Rs		Rs.
1896-97	7,47,764	7	40,37,627	37	31,99,112	29	4,60,881	4	1,09,68,635
1901-1902	8,22,569	7	42,65,077	35	33,32,239	27	6,05,527	5	1,22,50,475
Percentage of increase, 1901-1902 compared with 1896-97.	+10	...	+6	...	+4	...	+31	...	+12

TABLE XXIV.—*Proportionate expenditure from different sources, 1891-92, 1896-97 and 1901-1902.*

	Provincial revenue.	Local funds.	Municipal funds.	Fees.	Other sources.
1891-92	26·7	11·2	·9	43·2	18·
1896-97	24·5	10·7	·9	44·4	19·5
1901-1902	20·0	10·4	·8	45·9	22·9

TABLE XXV.—*Proportionate expenditure on principal heads of charge from public and private funds, 1896-97 and 1901-1902.*

	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Indirect.		Total.	
	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.	Public.	Private.
1896-97	50·5	49·5	19·3	80·7	26·3	73·7	61·5	38·5	69·4	30·6	36·1	63·9
1901-1902	43·7	56·3	17·5	82·5	25·8	74·2	56·8	43·2	47·4	52·6	31·2	68·8

TABLE XXVI.—*Expenditure from public funds on certain classes of institutions 1896-97 and 1901-1902.*

	Arts colleges.	Secondary schools.	Primary schools.	Training schools.
1896-97	2,96,397	7,79,481	8,41,699	97,542
1901-1902	2,18,918	7,44,656	8,61,370	90,032
Percentage of increase or decrease, 1901-1902 compared with 1896-97.	−26·1	− 4·4	+ 2·3	− 8
1896-97 compared with 1891-92 ...	+ 1·2	+ 3·7	+ 18·7	+ 14·6

TABLE XXVII.—*Proportion of Direct Expenditure from Public Funds on certain classes of institutions, 1891-92, 1896-97 and 1901-1902.*

	Arts colleges.	Secondary schools.	Primary schools.	Training schools.
1891-92 ...	12·9	33·1	31·2	3·7
1896-97 ...	12·1	31·8	34·3	4·0
1901-1902 ...	8·8	30·0	34·7	3·6

TABLE XXVIII.—*Direct Expenditure from Public Funds on institutions according to management, 1891-92, 1896-97 and 1901-1902.*

	Under public management.	Per cent.	Aided.	Per cent.	Total.
1891-92	10,22,897	45·1	12,46,144	54·9	22,69,041
1896-97	10,71,710	43·7	13,82,772	56·3	24,54,482
1901-1902	10,77,564	43·1	13,99,815	56·9	24,77,379

TABLE XXIX.—*Average cost of educating each pupil, 1891-92, 1896-97 and 1901-1902.*

CLASS OF INSTITUTION.	1891-92.				1896-97.				1901-1902.			
	Provincial revenue.	Local and Municipal funds.	Private funds.	Total.	Provincial revenues.	Local and Municipal funds.	Private funds.	Total.	Provincial revenues.	Local and Municipal funds.	Private funds.	Total.
Colleges, Arts	52·4	·01	74·2	126·6	45·1	...	68·7	113·8	25·7	·07	71·2	96·97
Do., Professional	245·3	...	45·9	291·3	130·0	...	45·0	175·0	127·1	...	31·7	158·9
Secondary schools	2·4	1·4	14·4	18·2	2·5	1·1	15·4	19·0	2·0	·9	14·0	17·0
Primary schools	·2	·4	2·0	2·6	·2	·5	1·9	2·6	·1	·5	1·9	2·6
Training schools	64·9	·7	26·8	92·4	72·2	·4	36·6	109·2	70·6	·2	35·1	104·8
Special schools	25·6	1·0	16·2	42·8	24·5	2·2	18·3	45·0	14·7	·16	13·9	30·3

TABLE XXX.—*Proportionate Direct Expenditure from Public Funds, 1896-97 and 1901-1902.*

	Provincial Revenues.	Local Funds.	Municipal Funds.
1896-97 ..	58·6	67·3	87·9
1901-1902 ...	62·2	68·0	87·1

TABLE XXXI.—*Distribution of Local Fund Expenditure, 1896-97 and 1901-1902.*

	COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		INDIRECT.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1896-97	.....	...	2,22,865	19·0	5,51,119	47·0	14,814	1·3	3,83,618	32·7
1901-1902	.....	...	2,21,626	17·4	6,22,385	48·9	21,705	1·7	4,06,575	32·0

TABLE XXXII.—*Distribution of Municipal Expenditure, 1896-97 and 1901-1902.*

	COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		INDIRECT.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1896-97	.....	...	25,383	24·7	63,095	61·3	1,930	1·8	12,525	12·2
1901-1902	588	·6	17,465	17·3	63,646	64·8	3,867	3·9	12,588	12·9

TABLE XXXIII.—*Expenditure from fees 1896-97 and 1901-1902.*

	ARTS COLLEGES ENGLISH.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		SPECIAL SCHOOLS.		TOTAL.	
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.
1896-97	3,10,506	42	22,70,680	56	17,66,102	55	72,667	16	48,61,541	44
1901-1902	4,12,528	45	23,05,398	55	18,67,929	56	79,161	13	56,13,486	46
Percentage of increase, 1901-1902 compared with 1896-97.	+33	...	+1·5	...	+6	...	+9	...	+15	...

TABLE XXXIV.—*Expenditure on Scholarships according to institutions and sources, 1896-97 and 1901-1902.*

YEARS.	INSTITUTIONS.					SOURCES.		Percentage of total expenditure.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Public Funds.	Private Funds.	
1896-97	94,945	17,616	83,036	19,016	12,380	1,97,023	29,970	2·07
1901-1902	1,03,243	20,569*	82,880	15,005	4,066†	1,96,526	29,237	1·84
Percentage of increase or decrease 1901-1902 compared with 1896-97.	+8·7	+16	−·1	−21	−67	−·2	−2·4	.....
1896-97 compared with 1891-92 ...	+9·6	−64	+2·5	+23	+72	+2·9	+22	.....

* Includes Rs. 4,963 held in industrial technical schools.
† Excludes Rs. 4,963 held in industrial technical schools.

TABLE XXXV.—*Proportion of Expenditure on Scholarships in chief classes of Institutions, 1891-92, 1896-97 and 1901-1902.*

	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Special Schools.
1891-92	40	14	37	7	2
1896-97	42	8	37	8	5
1901-1902 ...	45	9	37	7	2

TABLE XXXVI.—*Expenditure on Direction and Inspection from Public Funds, 1896-97, 1901-1902.*

	1896-97.								1901-1902.								Percentage of increase or decrease.	
	Provincial Revenues.		Local Funds.		Municipal Funds.		Total.		Provincial Revenues.		Local Funds.		Municipal Funds.		Total.			
	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	Amount.	Percentage.	1896-97 compared with 1891-92.	1901-02 compared with 1896-97.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	4,20,370	15·6	2,73,329	23·3	2,398	2·3	6,96,597	17·5	4,26,170	17·3	3,02,992	23·8	3,482	3·5	7,32,644	19·1	+7	+5
Percentage of increase or decrease, 1901-1902, compared with 1896-97	.....	.....	.....	.....	.....	.....	.....	.....	+1	.....	+10	.....	+45	.....	+5	.....	.....	.....
Percentage of 1896-97, compared with 1891-92	+1	.....	+6	.....	+49	.....	+7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XXXVII.—*Results of the Calcutta University Examinations for the two quinquenniums, 1892-93 to 1896-97 and 1897-98 to 1901-1902.*

	ENTRANCE.			F. A.			B. A.			M. A.			LAW.			MEDICINE.			ENGINEERING.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidate.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
1892-93 to 1896-97.	23,173	12,602	54·4	12,525	4,850	38·7	6,704	1,830	27·3	762	329	43·2	1,667	627	37·6	1,841	925	50·2	225	92	40·9
1897-98 to 1901-1902.	32,437	17,252	53·1	17,589	6,660	37·8	9,576	2,269	23·6	995	429	43·1	2,664	977	36·6	2,968	879	29·5	349	145	41·5
Total ...	55,610	29,854	53·6	30,114	11,510	38·2	16,280	4,099	25·1	1,757	758	43·1	4,331	1,604	37·0	4,209	1,804	42·8	574	237	41·2
Percentage of increase or decrease in second quinquennium.	+39·9	+36·8	...	+40·4	+37·3	...	+42·8	+23·9	...	+30·5	+30·3	...	+59·8	+55·8	...	+28·6	−4·9	...	+55·1	+57·6	...

TABLE XXXVIII.—*Passes at University Arts Examinations according to Management of Colleges, 1891-92, 1896-97 and 1901-1902.*

	1891-92.					1896-97.					1901-1902.				
	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total.	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total.	Colleges under Public Management.	Aided Colleges.	Unaided Colleges.	Private Students.	Total
M. A. ...	24	3	4	15	46	52	14	...	17	83	39	27	2	16	84*
B. A. ...	123	67	73	10	273	129	106	110	19	364	154	104	181	15	454
B. Sc. ...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	2
F. A. ...	159	141	499	12	1,011	267	187	552	11	1,017	357	189	824	20	1,390

* Excludes 3 passed from colleges out of this Province.

TABLE XXXIX.—*Results of the University Arts Examinations according to Management of Colleges, 1901-02.*

Examinations.	Public Management.				Aided.				Unaided.				Private Students.			Total.			
	Colleges.	Total candidates.	Number passed.	Percentage.	Colleges.	Total candidates.	Number passed.	Percentage.	Colleges.	Total candidates.	Number passed.	Percentage.	Total candidates.	Number passed.	Percentage.	Colleges.	Total candidates.	Number passed.	Percentage.
M. A. ...	5	87	39	44·8	2	59	27	47·3	3	7	2	28·5	50	16	32	10	198	84	42·4
B. A. ...	9	562	154	27·4	4	426	104	24·4	13	946	181	19·1	181	15	8·2	25	2,095	447	21·3
B. Sc. ...	1	12	2	16·6	...	...	...	...	...	...	...	...	...	...	...	1	12	2	16·6
F. A. ...	12	787	357	45·3	7	445	189	42·4	26	2,413	824	34·1	114	20	17·5	45	3,759	1,390	36·9

TABLE XL.—*Expenditure on the Calcutta University, 1901-1902.*

	Provincial Revenues.	Local and Municipal Funds.	Fees.	Other sources.	Total.
			Rs.		Rs.
1896-97	...	...	1,61,430	...	1,61,430
1901-1902	...	...	2,06,298	...	2,06,298

TABLE XLI.—*Progress of Arts Colleges, 1891-92 to 1901-1902.*

Year.	No. of students.	Average for five years.	No. of boys of school-going age of whom one was attending in an Arts College.
1891-92	5,225	...	1,050
1892-93	5,443		...
1893-94	6,240		...
1894-95	6,122	6,076	...
1895-96	6,193		...
1896-97	6,384		856
1897-98	6,440		...
1898-99	7,204		...
1899-1900	7,868	7,572	...
1900-1901	8,199		...
1901 1902	8,150		705

TABLE XLII.—*General statistics of Arts Colleges according to Management, 1891-92, 1896-97 to 1901-1902.*

YEAR.	UNDER PUBLIC MANAGEMENT.		AIDED.		UNAIDED.		TOTAL.		PERCENTAGE OF INCREASE OR DECREASE.			
									1896-97 COMPARED WITH 1891-92.		1901-1902 COMPARED WITH 1896-97.	
	Colleges	Students.	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.	College.	Students.	College.	Students.
1891-92	12	1,668	7	1,097	15	2,460	34	5,225	...	...	...	...
1896-97	12	1,693	7	1,509	19	3,212	38	6,384	+12	+22	...	...
1897-98	12	1,707	6	1,370	20	3,363	38	6,440	...	...	...	...
1898-99	12	1,968	5	1,281	22	3,955	39	7,204	...	...	...	...
1899-1900	12	1,941	7	1,555	25	4,372	44	7,868	...	...	...	...
1900-1901	12	1,996	7	1,658	25	4,545	44	8,199	...	...	...	...
1901-1902	12	1,937	7	1,672	25	4,541	44	8,150	...	...	+15	+27

TABLE XLIII.—*Proportion of students in Arts Colleges according to management 1891-92, 1896-97 to 1901-1902.*

Year.	Under public management.	Aided.	Unaided.
1891-92	32	21	47
1896 97	26	24	50
1897-98	27	21	52
1898-99	27	18	55
1999-1900	25	19	56
1900-1901	24	20	56
1901-1902	24	20	56

TABLE XLIV.—*Classification of Arts Colleges according to grade, 1891-92, 1896-97 and 1901-1902.*

Management.	1891-92.		1896-97.		1901-1902.	
	1st grade.	2nd grade.	1st grade.	2nd grade.	1st grade	2nd grade.
Government ...	8	3	8	3	9	2
Native States ...	...	...	...	...	...	...
Municipal ...	..	1	...	1	...	1
Aided ...	6	1	5	2	4	3
Unaided ...	6	9	11	8	14	11
Total ...	20	14	24	14	27	17

TABLE XLV.—*Expenditure on Arts Colleges, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.							1901-1902.							PERCENTAGE OF INCREASE.	
	PROVINCIAL REVENUES.			Local and Municipal Funds.	Fees.	Other sources.	Total.	PROVINCIAL REVENUES.			Local and Municipal Funds.	Fees.	Other sources.	Total.	1901-1902, compared with 1896-97.	1896-97, compared with 1891-92.
	Public management.	Aided.	Total.					Public management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bengal ...	2,71,104	25,293	2,96,397	...	3,10,596	1,40,861	7,47,764	1,95,680	22,650	2,18,330	588	4,12,528	1,91,123	8,22,569	10·	6·
Percentage of increase or decrease, 1901-1902, compared with 1896-97.	...	...	...	...	...	...	...	− 27·8	− 10	− 26·3	+100	+ 32	+ 35	+ 10	...	...
Percentage of increase or decrease, 1896-97, compared with 189 -92.	+ 1	+1	+ 1	−100	+ 12	+ 1	+ 5	...	...	...	...	...	...	...	...	...

TABLE XLVI.—*Percentage of Direct expenditure from Public Funds on Arts Colleges, 1901-1902.*

PROVINCE.	Provincial Revenues.	Local Funds.	Municipal Funds.
Bengal ...	14·3	...	0·6

TABLE XLVII.—*Average cost of each student in Arts Colleges according to management, 1891-92, 1896-97 and 1901-1902.*

	1891-92.	1896-97.	1901-02.
	Rs.	Rs.	Rs.
Government	239	243	185
Municipal	120	145	92
Aided	133	121	110
Unaided	45	40	51
Average	127	114	97

TABLE XLVIII.—*Expenditure from Provincial Revenues on each student in Aided Colleges, 1891-92, 1896-97 and 1901-1902.*

	1891-92.	1896-97.	1901-02.
	Rs.	Rs.	Rs.
Bengal	21	18	14

TABLE XLIX.—*Average rate of fees in Arts Colleges according to Management, 1891-92, 1896-97 and 1901-1902.*

	Under public management.	Percentage of total expenditure.	Aided.	Percentage of total expenditure.	Unaided.	Percentage of total expenditure.
	Rs.		Rs.		Rs.	
1891-92 ...	82·4	34·9	48·0	36·0	26·1	57·7
1896-97 ...	85·7	35·4	49·6	41·0	24·9	62·4
1901-1902 ...	87·6	47·6	42·1	36·9	32·9	63·7

TABLE L.—*Expenditure on Scholarships in Arts Colleges, 1901-1902.*

	Provincial Revenues.	Local funds.	Municipal funds.	Other sources.	Total.	Percentage of total expenditure on Scholarships.
	Rs.			Rs.	Rs.	
1901-1902 ...	87,315	...	...	15,928	1,03,243	45
Total for 1896-97	75,407	...	...	19,538	94,945	42
Percentage of increase or decrease.	+ 15	...	...	− 18	+ 8	...

TABLE LI.—*Statistics of Law institutions.*

Year.	Colleges.	Students.	Schools.	Pupils.
1891-92 ...	12	563	...	...
1896-97 ...	16	1,111	...	...
1897-98 ...	16	1,194	...	...
1898-99 ...	17	1,305	...	...
1899-1900 ...	17	1,260	...	...
1900-1901 ...	17	1,401	...	...
1901-1902 ...	17	1,510	...	...

TABLE LII.—*Expenditure on Law Institutions, 1901-1902.*

Year.	Provincial Revenues.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1901-1902 ...	...	15,821	601	16,422
1896-97 ...	—1,980	36,138	1,246	35,404

TABLE LIII.—*Results of University Examinations in Law, 1896-97 to 1901-1902.*

Examinations.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
D. L.	...	...	1	1	...	...	...	...	...	...	...	...
Honours	1	...	2	...	...	...	1	...	...	...	...	...
B. L.	421	216	496	251	482	218	483	108	589	166	610	233(a)

(a) This represents the total number passed by the Calcutta University including 20 not belonging to this Province.

TABLE LIV.—*Results of University Examinations in Law (B. L.) according to management, 1901-1902.*

According to management.	Colleges.	Total candidates.	Number passed.	Percentage.
Public	8	108	40	37·03
Aided	Nil.	Nil.	Nil.	Nil.
Unaided	9	462	173	37·4
Private students	.....	.....	.....	.....
Total ...	17	570	213(a)	37·3

(a) This represents the total number passed from the Colleges in Bengal.

TABLE LV.—*Statistics of Medical Institutions, 1891-92, 1896-97 and 1901-1902.*

Year.	Colleges	Students.	Schools.	Pupils.
1891-92 ...	1	255	9	1,035
1896-97 ...	1	468	10	1,482
1897-98 ...	1	477	8	1,338
1898-99 ...	1	477	10	1,232
1899-1900 ...	1	502	8	1,080
1900-1901 ...	1	569	9	1,184
1901-1902 ...	1	595	9	1,316

TABLE LVI.—*Expenditure on Medical Institutions, 1891-92, 1896-97, 1901-02.*

	Provincial Revenues.	Local and Municipal Funds.	Fees.	Total.
	Rs.	Rs.	Rs.	Rs.
1891-92 ...	2,69,468	...	33,006	3,04,903
1896-97 ...	2,54,968	113	69,874	3,27,266
1901-02 ...	1,63,221	...	37,135	2,00,356

TABLE LVII.—*Results of University Examinations in Medicine, 1896-97 to 1901-02.*

Examinations.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-01.		1901-02.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
1	2	3	4	5	6	7	8	9	10	11	12	13
M. D.	2	...	...	...	...	...	...	...	...	...	...	...
M. B.	11	4	6	3	5	3	7	2	10	4	7	2
First M. B. ...	15	5	21	5	19	9	15	3	11	6	27	9
Honours ...	1	1	...	...	...	...	...	...	...	...	...	...
L. M. S. ...	50	27	85	46	80	51	79	35	136	64	151	64
First L. M. S. ...	138	48	167	53	175	90	143	70	89	42	114	51
Prelimi. Scie. M. B.	110	61	71	18	69	25	78	22	113	52	131	89
Pre. Sci. L. M. S. ...	105	87	78	61	86	37	81	11	101	23	121	32

TABLE LVIII.—*Comparative Statistics of English Secondary Schools for boys, 1891-92, and 1896-97 to 1901-02.*

Year.	Schools.	Pupils.	Percentage of increase or decrease.	
			Schools.	Pupils.
1891-92	1,195	135,934	...	...
1896-97	1,335	153,298	+12	+12
1897-98	1,348	158,534	+1	+3
1898-99	1,399	167,736	+4	+6
1899-1900	1,421	177,215	+1·5	+6
1900-01	1,450	181,876	+2	+2
1901-02	1,481	191,648	+2	+5

TABLE LIX.—*Comparative Statistics of Vernacular Secondary Schools for boys, 1891-92, and 1896-97 to 1901-02.*

Year.	Schools.	Pupils.	Percentage of increase or decrease.	
			Schools.	Pupils.
1891-92	1,113	61,351	...	...
1896-97	1,140	65,441	+2	+7
1897-98	1,129	65,370	—2	—1
1898-99	1,094	60,202	—3	—8
1899-1900	1,045	57,039	—4	—5
1900-01	1,019	54,961	—2	—4
1901-02	970	53,344	—4	—3

TABLE LX.—*Number of pupils in Secondary Schools for boys, 1896-97 to 1901-02.*

Year.	Pupils.	Percentage of increase or decrease, compared with preceding year.
1896-97	218,739	...
1897-98	223,904	+2
1898-99	227,938	+2
1899-1900	234,254	+3
1900-01	236,837	+1
1901-02	244,992	+3
Percentage of increase or decrease, 1901-02, compared with 1896-97.	.....	+12

TABLE LXI.—*Stages of Instruction in Secondary Schools for boys, 1896-97 to 1901-02.*

Stage.	1896-97.		1897-98.		1898-99.		1899-1900.		1900-01.		1901-02.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
High	27,829	12·7	26,863	11·9	27,696	12·2	29,996	12·7	30,731	13·0	35,128	14·4
Middle	45,883	20·9	46,308	20·7	45 672	20·1	47,469	20·6	48,390	20·4	52,478	21·4
Upper Primary ...	53,460	24·5	57,368	25·7	59,230	25·9	61,433	26·2	62,524	26·3	63,755	26·0
Lower Primary (A)...	81,840	37·4	83,554	37·3	86,180	37 8	86,576	36·8	86,780	36·7	84,586	34·5
Lower Primary (B)...	9,727	4·5	9,811	4·4	9,160	4 0	8,780	3·7	8,612	3·6	9,045	3·7
Total ...	2,18,739	100·0	223,904	100·0	227,938	100·0	234,254	100·0	236,837	100·0	244,992	100·0

TABLE LXII.—*Comparative Statistics of pupils in Secondary Schools for boys in High and Middle Stages, 1891-92, and 1896-97 to 1901-02.*

Year.	Number of pupils in several stages.		Number of Boys of School-going age of whom one was in each stage.	
	High.	Middle.	High.	Middle.
1891-92	26,600	44,761	205	122 by census of 1891.
1896-97	27,829	45,883	196	119 ditto of 1891.
1897-98	26,863	46,308	203	118 ditto of 1891.
1898-99	27,696	45,672	197	119 ditto of 1891.
1899-00	29,996	47,469	182	115 ditto of 1891.
1900-01	30,731	48,390	187	118 ditto of 1901.
1901-02	35,128	52,478	163	109 ditto of 1901.

TABLE LXIII.—*Proportion of boys in Secondary Stages, 1891-92, and 1896-97 to 1901-02.*

Year.	Boys in High and Middle Stages.	Percentage of Male Population of School-going age.
1891-92	71,864	1·31 by the census of 1891.
1896-97	74,157	1·36 ditto of 1891.
1897-98	73,700	1·34 ditto of 1891.
1898-99	73,694	1·34 ditto of 1891.
1899-1900	77,858	1·42 ditto of 1891.
1900-01	79,487	1·38 ditto of 1901.
1901-02	87,875	1·52 ditto of 1901.

TABLE LXIV.—*English Secondary Schools for boys according to management, 1896-97 to 1901-02.*

	Government		District and Municipal.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1896-97 ...	55	14,446	22	3,094	...	...	853	80,834	405	54,924	1,335	153,298
1897-98 ...	56	14,763	22	3,665	12	1,080	848	82,522	410	56,524	1,348	158,534
1898-99 ...	55	15,375	24	3,864	12	1,065	853	84,760	454	62,672	1,399	167,736
1899-1900 ...	56	15,594	30	4,245	12	998	869	89,506	454	66,872	1,421	177,215
1900-01 ...	55	15,287	32	4,346	12	1,020	874	91,201	477	70,022	1,450	181,876
1901-02 ...	5	15,313	35	4,749	15	1,231	879	92,691	498	77,664	1,481	191,648

TABLE LXV.—*English Secondary Schools for boys according to Grade, 1901-02.*

GRADE.	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.		PERCENTAGE OF INCREASE OR DECREASE, COMPARED WITH 1896-97.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
High	49	14,651	5	2,212	2	313	226	44,177	253	60,918	535	122,271	+ 36	+ 46
Middle	5	662	30	2,587	18	918	653	48,514	245	16,746	946	69,377	+ ·4	− ·4

TABLE LXVI.—*Average number of Pupils in Secondary Schools for boys, 1896-97 and 1901-02.*

	1896-97.			1901-02.		
	High English.	Middle English.	Middle Vernacular.	High English.	Middle English.	Middle Vernacular.
According to management.						
Government ...	283	124	76	299	132	75
Board ...	338	82	59	442	84	55
Native States ...	...	...	...	156	71	51
Aided ...	165	76	56	195	74	53
Unaided ...	243	67	61	240	68	59
Average for the Province ...	213	74	57	228	73	55

TABLE A.—*Average number of Pupils in Secondary Schools for boys, 1896-97 to 1901-02.*

YEAR.	High English.	Middle English.	Middle Vernacular.
1896-97 ...	213	74	57
1897-98 ...	215	76	58
1898-99 ...	223	74	55
1899-1900 ...	229	73	54
1900-01 ...	226	72	54
1901-02 ...	228	73	55

TABLE LXVII.—*Percentage of Pupils in daily attendance in English Secondary Schools for boys, 1891-92 and 1896-97 to 1901-02.*

YEAR.	Government.	Board.	Native States.	Aided.	Unaided.
1891-92	79	80	...	76	77
1896-97	80	79	...	79	79
1897-98	81	81	67	79	78
1898-99	81	78	66	79	77
1899-1900	81	78	63	78	77
1900-01	79	76	64	78	78
1901-02	82	88	63	79	78

TABLE LXVIII.—*Proportion of Pupils learning English in English Secondary Schools for boys, 1891-92 and 1896-97 to 1901-02.*

YEAR.	Total of Pupils in English Secondary Schools.	Number learning English.	Percentage learning English.
1896-97	153,298	130,572	85·2
1897-98	158,534	135,779	85·6
1898-99	167,736	145,545	86·7
1899-1900	177,215	155,020	87·4
1900-01	181,876	159,752	87·8
1901-02	191,648(*a*)	163,933(*b*)	85·5

(*a*) 322 girls were in the boys' schools.
(*b*) 136 girls were learning English.

TABLE LXIX.—*Number of Pupils learning English in Secondary and Primary Schools for boys, 1891-92 and 1896-97 to 1901-02.*

YEAR.	English Secondary Schools.	Vernacular Secondary Schools.	Primary Schools.	Total.	Number of boys of school-going age of whom one was learning English.
1896-97	130,572	10,342	1,706	142,620	38 by the census of 1891.
1897-98	135,779	10,727	952	147,458	37 ditto of 1891.
1898-99	145,545	10,736	1,840	158,121	35 ditto of 1891.
1899-1900	155,020	12,260	2,203	169,483	32 ditto of 1891.
1900-01	159,752	12,115	2,856	174,723	31 ditto of 1901.
1901-02	163,933(*a*)	11,563(*b*)	1,685(*c*)	177,181	31 ditto of 1901.

(*a*) 136 girls were learning English.
(*b*) 2 " " "
(*c*) 173 " " "

TABLE LXX.—*Vernacular Secondary Schools for boys, 1896-97 to 1901-02.*

YEAR.	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1896-97	37	2,804	149	8,820	...	...	811	45,035	143	8,782	1,140	65,441
1897-98	39	2,936	144	8,653	15	732	799	44,547	132	8,502	1,129	65,370
1898-99	39	2,669	147	8,709	14	743	775	41,091	119	6,999	1,094	60,202
1899-1900	38	2,753	142	8,190	14	771	742	38,858	109	6,467	1,045	57,039
1900-01	22	1,881	157	8,714	14	723	725	37,529	101	6,114	1,019	54,961
1901-02	19	1,431	149	8,313	9	467	698	37,487	95	5,656	970	53,344

TABLE LXXI.—*Statistics of Matriculation Examination, 1891-92, 1896-97 and 1901-02.*

	1891-92.		1896-97.		1901-02.	
	Schools.	Passes.	Schools.	Passes.	Schools.	Passes.
Bengal ...	353	1,695	378	2,865	478	2,856
Percentage of increase or decrease, compared with preceding years.	...	...	+ 7	+ 69	+ 26	—·3

TABLE LXXII.—*Results of Matriculation Examination (boys only) according to Management of Schools, 1901-02.*

	Under Public Management.				Aided.				Unaided.				Private Students.			Total.			
	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.	Total candidates.	Successful candidates.	Percentage.	Schools.	Total candidates.	Successful candidates.	Percentage.
Bengal ...	57	1,095	714	65·2	213	1,634	928	56·7	208	2,892	1,195	41·3	54	19	35·1	478	5,675	2,856	50·3

TABLE LXXIII.—*Results of Middle School Examinations (boys only) according to Management, 1901-02.*

According to Management.	Number of competing schools.	Candidates.	Total passed.	Percentage.
Under Public Management ...	172	586	441	75·2
Aided	1,158	3,858	2,590	67·1
Unaided	254	851	531	62·3
Private Students	...	734	421	57·3
Total ...	1,584	6,029	3,983	66·0

TABLE LXXIV.—*Expenditure on English Secondary Schools for boys, 1896-97 and 1901-02.*

	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	Percentage of increase or decrease.	
	Under public management.	Aided.	Total.					1901-02, compared with 1896-97.	1896-97, compared with 1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1896-97	1,96 855	1,73,163	3,70,018	1,40,854	17,77,723	7,19,477	30,08,072	+13	+16
1901-02	1,86,578	1,62,626	3,49,204	1,40,274	20,08,404	8,97,536	33,95,418		
Percentage of increase or decrease, 1901-02, compared with 1896-97	— 5	— 6	— 6	— ·4	+ 13	+ 25			
Percentage of increase or decrease, 1896-97, compared with 1891-92...	+20	+ 6	+ 13	— 11	+ 17	+ 22			

TABLE LXXV.—*Expenditure on Vernacular Secondary Schools for boys, 1896-97 and 1901-02.*

	1896-97.							1901-02.							Percentage of increase or decrease.	
	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	Provincial Revenues.			Local and Municipal Funds.	Fees.	Other sources.	Total.	1901-02, compared with 1896-97.	1896-97, compared with 1891-92.
	Under public management.	Aided.	Total.					Under public management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	13,020	44,847	57,867	1,05,805	1,94,582	1,04,163	4,62,417	6,102	39,432	45,534	97,161	1,67,904	90,221	4,00,820	−13	+ 1
Percentage of increase or decrease, 1901-02, compared with 1896-97.	...	...	...	...	...	...	...	−53	−12	−21	− 8	−14	−13	−13		
Percentage of increase or decrease, 1896-97, compared with 1891-92.	...	...	...	...	...	...	...	+41	−3	+ 5	− 9	+10	− 5	+ ·7		

TABLE LXXVI.—*Average cost of a Secondary school for boys, 1896-97 and 1901-02.*

Province.	1896-97.			1901-02.		
	English—		Vernacular.	English—		Vernacular.
	High.	Middle.		High.	Middle.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal ...	5,383	947	406	4,802	873	413

TABLE LXXVII.—*Average cost of a pupil in Secondary Schools for boys, 1896-97 and 1901-02.*

Province.	1896-97.			1901-02.		
	English—		Vernacular.	English—		Vernacular.
	High.	Middle.		High.	Middle.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal ...	25	13	7·1	22	12	7·8

TABLE LXXVIII.—*Percentage of Direct Expenditure from Public Funds in Secondary Schools for boys, 1901-02.*

Province.	Provincial Revenues.	Local Funds.	Municipal Funds.
	26·	25·5	18·7

TABLE LXXIX.—*Percentage of Expenditure from Private funds on Secondary Schools for boys, 1891-92, 1896-97, and 1901-02.*

Province.	English.			Vernacular.		
	1891-92.	1896-97.	1901-02.	1891-92.	1896-97.	1901-02.
Bengal ...	81	83	85	62	65	64

TABLE LXXX.—*Average fee expenditure per pupil in Secondary Schools for boys, 1896-97 and 1901-02.*

PROVINCE.	1896-97.			1901-02.		
	High.	Middle. English.	Middle. Vernacular.	High.	Middle English.	Middle. Vernacular.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	17·8	5·6	3·1	14·4	4·9	3·2
MANAGEMENT.						
Government	22·6	24·6	3·4	22·3	16·8	2·5
Board	19·8	5·4	3	18·9	4·7	3·1
Native States	.....	.....	.....	·8	0·1	·1
Aided	16·2	5·9	3·2	15·5	5·4	3·5
Unaided	17·3	3·4	2·6	13·0	3·5	2·3
Average	16·5	5·5	3·1	14·4	4·9	3·3

TABLE LXXXI.—*Expenditure on scholarships in Secondary Schools for boys, 1901-02.*

PROVINCE.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
Bengal	66,001	12,864	188	3,827	82,880	37

TABLE LXXXII.—*Comparative Statistics of Primary Schools for boys, 1891-92 and 1896-97 to 1901-02.*

Year.	Schools.	Pupils.	PERCENTAGE OF INCREASE OR DECREASE.	
			Schools.	Pupils.
1891-92	48,587	1,123,560	...	...
1896-97	49,650	1,243,803	+2·1	+10·7
1897-98	47,595	1,201,827	—4	— 3
1898-99	48,322	1,235,697	+1	+ 2·8
1899-1900	48,118	1,245,132	— ·4	+ ·7
1900-01	46,252	1,196,003	—3·8	— 4
1901-02	45,922	1,212,356	— ·7	— 1·4

TABLE LXXXIII.—*Number of pupils in Primary Schools for boys, 1891-92, 1896-97 to 1901-02.*

	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	PERCENTAGE OF INCREASE OR DECREASE.	
								1896-97, compared with 1891-92.	1901-02, compared with 1896-97.
	1,123,560	1,243,803	1,201,827	1,235,697	1,245,132	1,196,003	1,212,356	+11	—2
Percentage of increase compared with preceding year	...	...	—3	+2	+ ·7	—3	+1	...	...

TABLE LXXXIV.—*Pupils in Primary Stages in all Boys' Schools, Secondary and Primary, 1896-97 and 1901-02.*

Stages.	Number of pupils.		Percentage of total males of school-going age in each stage.	
	1896-97.	1901-02.	1896-97.	1901-02.
Upper Primary ...	78,995	94,931	1·43	1·65
Lower Primary (A)	961,331	961,712	17·60	16·71
Lower Primary (B)	348,032	312,845	6·36	5·43

TABLE LXXXV.—*Classification of all pupils in Primary stages in Boys' Schools, 1896-97 and 1901-02.*

Year.	In Secondary schools.	In Primary schools.	Total.	Percentage in Secondary schools.	Percentage in Primary schools.
1896-97	145,027	1,243,331	1,388,358	10·4	89·6
1901-02	157,386	1,212,102	1,369,488	11·5	88·5

TABLE LXXXVI.—*Comparative Statistics of Boys in Primary Stages, 1891-92, 1896-97 and 1901-02.*

Year.	Number of boys in primary stages.	Percentage of male population of school-going age.
1891-92	1,218,470	22·30
1896-97	1,352,455	25·22
1901-02	1,333,190	23·17

TABLE LXXXVII.—*Primary Schools for Boys according to management, 1896-97 to 1901-02.*

Year.	Government.		Board.		Native States.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1896-97	23	701	18	794	...	...	36,709	1,012,757	13,900	229,551	49,650	1,243,803
1897-98	23	688	18	722	876	11,581	33,169	932,513	13,509	256,323	47,595	1,201,827
1898-99	23	710	19	771	999	13,863	34,489	979,097	12,792	241,256	48,322	1,235,697
1899-1900	23	771	19	768	956	13,310	34,786	998,033	12,334	232,250	48,118	1,245,132
1900-01	5	124	19	761	782	11,383	34,086	974,171	*11,360	209,564	46,252	1,196,003
1901-02	8	180	17	628	872	12,498	33,881	991,896	11,144	207,154	45,922	1,212,356

TABLE LXXXVIII.—*Average number of pupils in Primary Schools for Boys according to management.*

Year.	Government.	Board	Native States.	Aided.	Unaided.	Total.
1891-92	24	31	...	24	17	21
1896-97	30	44	...	28	17	25
1901-02	23	37	14	29	18	26

TABLE LXXXIX.—*Results of Upper Primary Scholarship Examinations (boys only) according to Management of Schools, 1901-02.*

According to Management.	Competing schools.	Candidates.	Total passed.	Percentage.
Under Public Management ...	138	473	323	68·3
Aided	3,639	9,584	5,549	57·9
Unaided	298	891	509	57·1
Private Students	...	242	86	35·5
Total ...	4,075	11,190	6,467	57·8

TABLE XC.—*Results of Lower Primary Scholarship Examinations (boys only) according to Management of Schools, 1901-02.*

According to Management.	Competing schools.	Candidates.	Total passed.	Percentage.
Public	96	408	361	88·4
Aided	18,299	65,643	43,591	66·4
Unaided	539	1,539	900	58·4
Private students	...	241	199	82·5
Total ...	18,934	67,831	45,051	66·4

TABLE XCI.—*Expenditure on Primary Schools for boys, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.							
	PROVINCIAL REVENUES.			Local funds.	Municipal funds.	Fees.	Other sources.	Total.
	Under public management.	Aided.	Total.					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	2,703	1,62,223	1,64,926	5,11,945	53,468	17,33,639	4,26,311	28,90,289
Percentage of increase or decrease, 1901-02 compared with 1896-97	...	...	...	...	...	...	...	...
Percentage of increase or decrease, 1896-97 compared with 1891-92	+157·4	+14	+15	+15	+224	+10	+10	...

PROVINCE.	1901-02.								PERCENTAGE OF INCREASE OR DECREASE.	
	PROVINCIAL REVENUES.			Local funds.	Municipal funds.	Fees.	Other sources.	Total.	1901-02 compared with 1896-97.	1896-97 compared with 1891-92.
	Under public management.	Aided.	Total.							
	Rs.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	766	1,19,721	1,20,487	5,82,811	54,906	18,47,060	4,51,045	30,56,309	+6	+12
Percentage of increase or decrease, 1901-02, compared with 1896-97	−72·	−26·1	−26·9	+13·8	+2·6	+6·5	+5·8	...	...	...
Percentage of increase or decrease, 1896-97, compared with 1891-92	...	...	...	...	...	...	...	...	...	...

TABLE XCII.—*Average cost of a Primary School for boys, 1891-92, 1896-97 and 1901-02.*

PROVINCE.	1891-92.			1896-97.			1901-02.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	13	40	53	15	43	58	16	50	66

TABLE XCIII.—*Average cost of a pupil in a Primary School for boys, 1891-92, 1896-97 and 1901-02.*

PROVINCE.	1891-92.				1896-97.				1901-02.			
	Average number of pupils in a school.	AVERAGE COST OF EACH PUPIL.			Average number of pupils in a school.	AVERAGE COST OF EACH PUPIL.			Average number of pupils in a school.	AVERAGE COST OF EACH PUPIL.		
		Public funds.	Private funds.	Total.		Public funds.	Private funds.	Total.		Public funds.	Private funds.	Total.
		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Bengal	23	·5	1·8	2·3	25	·6	1·7	2·3	26	·7	2·0	2·7

TABLE XCIV.—*Percentage of Direct Expenditure from Public Funds on Primary Schools for boys, 1896-97 and 1901-02.*

PROVINCE.	1896-97.			1901-02.		
	Provincial revenues.	Local funds.	Municipal funds.	Provincial revenues.	Local funds.	Municipal funds.
Bengal ...	10·4	64·9	59·1	7·8	67·3	64·1

TABLE XCV.—*Average Fee Expenditure per pupil in Primary Schools for boys, 1901-02.*

PROVINCE.	Under public management.		Aided.		Unaided.		Native States.	
	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.	1896-97.	1901-1902.
Bengal ...	Rs. ·45	Rs. ·78	Rs. 1·53	Rs. 1·63	Rs. 1·53	Rs. 1·64	Rs. ...	Rs. 2·81

TABLE XCVI.—*Expenditure on Scholarships in Primary Schools for boys, 1901-02.*

PROVINCE.	Provincial revenues.	Local funds.	Municipal funds.	Other sources.	Total.	Percentage of total expenditure on Scholarships.
Bengal ...	Rs. 2,415	Rs. 11,921	Rs. ...	Rs. 669 including aid from Native States.	Rs. 15,005	7

TABLE XCVII.—*Training Schools for Masters, 1896-97 to 1901-1902.*

YEAR.	GOVERNMENT.		BOARD.		AIDED.		UNAIDED.		TOTAL.		PERCENTAGE OF INCREASE OR DECREASE 1901-1902, COMPARED WITH 1896-97.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1896-97 ...	13	574	...	...	7	291	...	...	20	865	...	...
1897-98 ...	11	506	...	...	6	282	...	...	17	788	...	...
1898-99 ...	11	505	...	...	8	303	...	...	19	808	...	...
1899-1900 ...	11	531	...	...	8	314	...	...	19	845	...	...
1900-1901 ...	12	497	...	...	7	288	...	...	19	785	...	...
1901-1902	17*	558	...	...	6	235	1	4	24	797	+20	−8

* Including the Kurseong Training College.

TABLE XCVIII.—*Training Schools for Mistresses, 1896-97 to 1901-1902.*

YEAR.	GOVERNMENT.		BOARD.		AIDED.		UNAIDED.		TOTAL.		PERCENTAGE OF INCREASE OR DECREASE 1901-1902, COMPARED WITH 1896-97.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1896-97 ...	...	...	...	...	9	432	...	...	9	432	...	...
1897-98 ...	...	...	...	...	9	458	...	...	9	458	...	...
1898-99 ...	...	...	...	...	10	456	...	...	10	456	...	...
1899-1900 ...	...	...	...	...	10	669	...	...	10	669	...	...
1900-1901 ...	...	...	...	...	9	457	...	...	9	457	...	...
1901-1902 ...	...	...	...	...	8	477	1	11	9	488	...	+12·9

TABLE XCIX.—*Expenditure on Training schools for Masters, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.						1901-1902.						PERCENTAGE OF INCREASE OR DECREASE.	
	PROVINCIAL REVENUES.			Local and Municipal Funds.	Other sources.	Total.	PROVINCIAL REVENUES.			Local and Municipal Funds.	Other sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Under public management.	Aided.	Total.				Under public management.	Aided.	Total.					
Bengal	Rs. 79,634	Rs. 5,399	Rs. 85,033	Rs. 487	Rs. 17,342	Rs. 1,02,862	Rs. 82,277	Rs. 3,602	Rs. 85,879	Rs. 373	Rs. 11,920	Rs. 98,172	—4·5	+22·4

TABLE C.—*Expenditure on Training Schools for Mistresses, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.						1901-1902.						PERCENTAGE OF INCREASE OR DECREASE.	
	PROVINCIAL REVENUES.			Local and Municipal Funds.	Other sources.	Total.	PROVINCIAL REVENUES.			Local and Municipal Funds.	Other sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Under public management.	Aided.	Total.				Under public management.	Aided.	Total.					
Bengal	...	Rs. 8,332	Rs. 8,332	...	Rs. 29,941	Rs. 38,273	...	Rs. 11,670	Rs. 11,670	...	Rs. 33,479	Rs. 45,149	+18·	+52

TABLE CI.—*Comparative statistics of Technical Institutions, 1891-92 and 1896-97 to 1901-1902.*

YEAR.	ENGINEERING COLLEGE.		ENGINEERING AND SURVEYING SCHOOLS.		SCHOOLS OF ART.		INDUSTRIAL SCHOOLS.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1891-92 ...	1	244	3	417	1	181	18	672
1896-97 ...	1	310	4	595	2	301	23	623
1897-98 ...	1	313	4	460	3	334	23	613
1898-99 ...	1	309	4	376	2	305	22	717
1899-1900 ...	1	286	5	324	3	343	25	797
1900-1901 ...	1	284	5	322	3	313	27	887
1901-1902 ...	1	294	4	325	3	304	26	756

TABLE CII.—*Expenditure on technical institutions according to sources, 1901-1902.*

YEAR.	ENGINEERING COLLEGE.			ENGINEERING AND SURVEYING SCHOOLS.			SCHOOLS OF ART.			INDUSTRIAL SCHOOLS.			OTHER SHOOLS.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
1901-1902 ...	126,071	23,264	149,335	39,281	8,858	48,139	34,528	7,595	42,123	20,508	24,267	44,775	119,506	130,985	250,491
1896-97 ...	96,481	12,745	109,226	17,282	10,344	27,626	22,961	6,660	29,621	19,926	21,249	41,175	29,612	56,901	86,513
Percentage of increase or decrease.	+30·6	+82·5	+36·7	+127·2	−14·3	+74·2	+50·3	+14	+42·2	+2·9	+14·2	+8·7	+273·1	+146	+189·5

TABLE CIII.—*Expenditure on scholarships in special schools (other than training schools) 1901-1902.*

YEAR.	Provincial revenues.	Local funds.	Municipal funds.	Other sources.	Total.	Percentage of total expenditure on scholarships.
1901-1902	1,516	53	...	2,497	4,066	1·8

TABLE CIV.—*Results of University examinations in Engineering, 1896-97 to 1901-1902.*

EXAMINATION.	1896-97		1897-98.		1898-99		1899-1900.		1900-1901.		1901 1902.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
B. E.	15	8	13	6	18	4	25	12	38	10	32	9
L. E.	5	3	2	...	2	...	3	2	...	...	...	...
First Examination in Engineering.	42	10	39	17	57	21	44	30	24	9	38	11

TABLE CV.—*Number of girls in Public Institutions, 1891-92 and 1896-97 to 1901-1902.*

PROVINCE.	1891-92.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	PERCENTAGE OF INCREASE OR DECREASE.	
								1896-97 compared with 1891-92.	1901-02 compared with 1896-97.
Bengal	88,731	105,919	98,000	97,929	99,607	96,857	100,322	+19	—5·2

TABLE CVI.—*Proportion of girls in Public Institutions, 1891-92, 1896-97 and 1901-1902.*

PROVINCE.	1891-92.		1896-97.		1901-1902.	
	Total.	Percentage of School age.	Total.	Percentage of School age.	Total.	Percentage of School age
Bengal	88,731	1·61	105,919	1·93	100,322	1·74

TABLE CVII.—*Classification of Pupils in Girls' Schools and of Girls under Instruction, for 1896-97 and 1901-1902.*

YEAR.	IN PUBLIC INSTITUTIONS FOR GIRLS.			IN PUBLIC INSTITUTIONS FOR BOYS.		Total girls in public institutions.	Girls in private institutions.	Total girls under instruction.	Percentage of school age.
	Total pupils.	Boys.	Girls.	Girls.	Percentage of total girls.				
1901-02	63,868	2,824	61,044	39,278	39	100,322	7,143	107,465	1·8
1896-97	69,884	2,909	66,975	38,944	37	105,919	7,848	113,767	2·07
Percentage of increase or decrease.	—8·6	—2·9	—8·8	+·8	...	—5·2	—8·8	—5·5	...

TABLE CVIII.—*Pupils in Secondary and Primary Schools for Girls according to race or religion, 1891-92, 1896-97 and 1901-02.*

RACE OR RELIGION.	1891-92.						1896-97.						1901-02.						Percentage in Total population.
	SECONDARY ENGLISH.		SECONDARY VERNACULAR.		PRIMARY.		SECONDARY ENGLISH.		SECONDARY VERNACULAR.		PRIMARY		SECONDARY ENGLISH.		SECONDARY VERNACULAR.		PRIMARY.		
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	
Hindus	362	9·2	1,134	78·8	41,143	78·5	471	11·8	715	53·1	50,937	79·6	439	11·3	950	55·3	45,918	79·6	71·29
Muhammadans ...	...	...	13	1·0	7,380	14·1	2	...	14	1·0	7,982	12·4	6	·1	8	·4	6,322	10·9	21·81
Native Christians ...	385	9·7	290	20·2	2,928	5·6	190	4·7	609	45·3	3,324	5·2	183	4·7	673	39·3	3,754	6·5	·55
Europeans	3,185	80·4	1	...	325	·6	3,306	82·5	3	·2	762	1·2	3,166	81·6	...	...	812	1·4	·09
Others	29	·7	...	...	626	1·2	40	1·0	5	·4	1,059	1·6	89	2·3	86	5·0	919	1·6	6·26
Total ...	3,961	...	1,438	...	52,402	...	4,009	...	1,346	...	64,064	...	3,883	...	1,717	...	57·725	...	...

TABLE CIX.—*Girls in Secondary and Primary Schools for Indians according to Stages of Instruction, for 1896-97 and 1901-1902.*

YEAR.	High.	Middle.	Upper primary.	Lower primary (A).	Lower primary (B).	Total.
1901-02	152	264	1,017	60,518	34,099	96,050
1896-97	141	329	1,267	59,991	39,942	1,01,670
Percentage of increase or decrease.	+7·7	−19·7	−19·7	+·8	−14·6	−5·5

TABLE CX.—*Girls in Colleges and Special Schools, 1896-97 and 1901-1902.*

PROVINCE.	Art colleges.	Professional colleges.	Training schools.	Art schools.	Medical schools.	Other special schools.
Bengal — Total for 1901-1902	55	22	516	...	43	78
Bengal — Total for 1896-97	33	14	475	...	44	4

TABLE CXI.—*Secondary Schools for girls, English and Vernacular, 1896-97 and 1901-1902.*

HIGH AND MIDDLE SCHOOLS.

PROVINCE.	1896-97.											
	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bengal ... English ...	2	268	...	...	...	...	29	3,388	3	353	34	4,009
Bengal ... Vernacular ...	...	...	1	52	...	...	20	1,184	2	110	23	1,346

HIGH AND MIDDLE SCHOOLS.

PROVINCE.	1901-1902.												PERCENTAGE OF INCREASE OR DECREASE, 1901-1902, COMPARED WITH 1896-97.	
	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bengal ... English ...	3	325	...	...	...	...	28	3,166	4	392	35	3,883	3	−3
Bengal ... Vernacular ...	...	...	...	...	...	...	22	1,609	2	108	24	1,717	4	27·5

TABLE CXII.—*Pupils* in Secondary Schools for Girls according to Stages of Instruction, 1891-92, 1896-97 and 1901-1902.*

STAGE OF INSTRUCTION.	1891-92		1896-97.		1901-1902.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
High	159	3·3	187	4·1	230	4·8
Middle	819	17·3	855	18·3	837	17·5
Upper primary ...	989	20·8	1,010	21·6	1,078	22·5
Lower primary ...	2,780	58·6	2,615	56·0	2,648	55·2
Total ...	4,747	...	4,667	...	4,793	...

* Female pupils only.

TABLE CXIII.—*Primary Schools for girls, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.											
	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bengal	...	...	2	83	...	...	2,698	55,828	504	8,153	3,204	64,064
1896-97 compared with 1891-92...	...	...	−50	−55	...	...	−13	−16	−34	−33	−16	−18

PROVINCE.	1901-1902.											
	GOVERNMENT.		DISTRICT AND MUNICIPAL.		NATIVE STATES.		AIDED.		UNAIDED.		TOTAL.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bengal	...	...	1	52	12	303	2,165	48,837	486	8,533	2,664	57,725
Percentage of increase or decrease, 1901-1902, compared with 1896-97	...	...	−50	−37	+100	−100	−20	−12	−3	−4	−17	−10

TABLE CXIV.—*Comparative Statistics of Primary Schools for girls, and of girls in Primary Schools, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.					1901-1902.				
	PRIMARY SCHOOLS FOR GIRLS.			Number of girls in Primary schools for boys.	Total of girls in Primary schools.	PRIMARY SCHOOLS FOR GIRLS.			Number of girls in Primary schools for boys.	Total of girls in Primary schools.
	Number of schools.	Number of pupils.	Number of boys.			Number of schools.	Number of pupils.	Number of boys.		
Bengal...	3,204	64,064	2,211	37,852	99,705	2,664	57,725	2,061	38,424	94,148
Percentage of increase in 1901-1902, compared with, 1896-1897	...	...	...	...	...	−17	−10	−10	+1·5	−5·5
1896-97 compared with 1891-92	+19	+22	+23	+18	+20	...	...	...	...	...

TABLE CXV.—*Average Strength of Schools for Girls, 1891-92, 1896-97 and 1901-1902.*

PROVINCE.	1891-92.			1896-97.			1901-1902.		
	English secondary.	Vernacular secondary.	Primary.	English secondary.	Vernacular secondary.	Primary	English secondary.	Vernacular secondary.	Primary.
Bengal	102	65	20	118	59	20	111	71	21

TABLE CXVI.—*Expenditure on Secondary and Primary Schools for girls, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.							1901-1902.							PERCENTAGE OF INCREASE OR DECREASE.	
	PROVINCIAL REVENUES.			Local and Municipal funds.	Fees.	Other sources.	Total.	PROVINCIAL REVENUES.			Local and Municipal funds.	Fees.	Other sources.	Total.	1901-1902 compared with 1896-97.	1896-97 compared with 1891-92.
	Under public management.	Aided.	Total.					Under public management.	Aided.	Total.						
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Bengal	25,661	1,40,246	1,65,907	50,300	3,30,838	3,28,826	8,75,961	30,670	1,35,009	1,65,679	49,970	1,49,959	3,79,161	7,44,769	−14·9	+13·3

TABLE CXVII.—*Expenditure on Primary Schools for Girls, 1896-97 and 1901-1902.*

YEAR.	PROVINCIAL REVENUES.			Local and Municipal funds.	Fee.	Other sources.	Total.	Total expenditure per 1,000 of the total female population.
	Public management.	Aided.	Total.					
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1901-1902	...	54,852	54,852	48,314	20,869	1,51,895	2,75,930	8·0
1896-97	...	62,559	62,559	48,801	32,463	1,65,000	3,08,823	8·4
Percentage of decrease ...	...	12·3	12·3	·9	35·7	7·9	10·6	

TABLE CXVIII.—*Percentage of Direct Expenditure from public funds on Schools for girls, Secondary and Primary 1891-92, 1896-97 and 1901-1902.*

PROVINCE.	1891-92.	1896-97.	1901-1902.
Bengal	8·6	8·8	8·3

TABLE CXIX.—*Average annual cost of a Primary School for Girls and of a Pupil in such School, 1896-97 and 1901-1902.*

YEAR.	SCHOOL.			PUPILS.		
	Public funds.	Private funds.	Total.	Public funds.	Private funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1901-02	38	65·5	13·5	1·9	3	5·1
1896-97	35	61	96	1·7	3·1	4·8

TABLE CXX.—*Showing European pupils in Bengal, according to their attendance at schools for Europeans and non-Europeans, 1896-97 and 1901-02.*

YEAR.	IN SCHOOLS FOR EUROPEANS.				European pupils in schools for Non-Europeans and in colleges.	Percentage of total European pupils.	Total European pupils.
	European pupils.	Non-European pupils.	Total pupils.	Percentage of European pupils.			
1901-1902	7,659	633	8,292	92	370	4·6	8,029
1896-1897	7,332	852	8,184	90	486	6	7,818

TABLE CXXI.—*Showing Progress of European Education 1886-87 to 1901-1902.*

PROVINCE.	NUMBER OF PUPILS.				PERCENTAGE OF INCREASE OR DECREASE.		
	1886-87.	1891-92.	1896-97.	1901-1902.	1891-92 compared with 1886-87.	1896-97 compared with 1891-92.	1901-1902 compared with 1896-97.
Bengal	6,366	6,921	7,818	8,029	+9	+13	+2·5

TABLE CXXII.—*Comparative Statistics of European Pupils in all classes of institutions, 1896-97 and 1901-1902.*

CLASS OF INSTITUTION.	1896-97. Number of Pupils.	1901-1902. Number of Pupils.	Percentage of increase or decrease, 1901-1902, compared with 1896-97.
Arts Colleges	79	64	—19
Professional Colleges—			
Law	...	7	...
Medicine	32	99	+209
Engineering	43	37	—14
Teaching	...	...	...
Total ...	154	207	+134
Secondary Schools—			
For boys	3,263	3,382	+4
„ girls	3,309	3,166	—4
Total ...	6,572	6,548	...
Primary Schools—			
For boys	272	390	+43
„ girls	762	812	+7
Total ...	1,034	1,202	+16
Other Special Schools ...	58	72	+24
Private Institutions—			
For boys	...	...	...
„ girls	...	...	...
Total ...	...	...	...
GRAND TOTAL ...	7,818	8,029	+3

TABLE CXXIII.—*Percentage of Europeans in stages of instruction compared with other classes, 1896-97 and 1901-1902.*

STAGE OF INSTRUCTION.	1896-97.		1901-1902.	
	European.	Other classes.	European.	Other classes.
Collegiate	·5	·4	2·4	·7
High	3·5	1·8	4·9	2·3
Middle	22·4	3 0	20 4	3·4
Upper Primary	24·0	5·3	26·2	6·2
Lower „	49·6	89·5	46·1	87·4

TABLE CXXIV.—*Statement of the Passes by Europeans at Public Examinations.*

YEAR.	B. A.	F. A.	Medical.	Engineering.	School of Art.	MATRICULATION.		EUROPEAN CODE EXAMINATIONS.					
								High School.		Middle School.		Upper Primary.	
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1901-1902	1	9	6	12	1	8	2	1	56	98	65	160	140
1896-97	5	15	3	2	1	43	12	16	17	135	78	209	192

TABLE CXXV.—*Statement showing the Comparative Statistics of Secondary and Primary Schools for Europeans, 1896-97 and 1901-1902.*

PROVINCE.	SECONDARY SCHOOLS.						PRIMARY SCHOOLS.					
	1896-97.		1901-1902.		Percentage of increase or decrease.		1896-97.		1901-1902.		Percentage of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bengal	52	7,031	52	7,059	Nil	+·4	24	1,052	24	1,233	Nil	+17

TABLE CXXVI.—*Statement showing the Secondary and Primary Schools for Europeans according to Management.*

SECONDARY SCHOOLS.

YEAR.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.				Total number of Institutions.	Total number of Scholars on the 31st March.	Boys.	Girls.
	Managed by Government.		Aided by Government.		Unaided.					
	Number of Institutions.	Number of Scholars on the 31st March.	Number of Institutions.	Number of Scholars on the 31st March.	Number of Institutions.	Number of Scholars on the 31st March.				
1897	1	109	42	5,584	9	1,338	52	7,031	3,958	3,073
1902	2	272	41	6,221	9	1,566	52	7,059	4,198	2,861

PRIMARY SCHOOLS.

1897	...	...	20	959	4	93	24	1,052	446	606
1902	...	...	21	1,191	3	42	24	1,233	356	697

TABLE CXXVII.—*Statement showing the stages of Instruction in Secondary and Primary Schools for Europeans.*

YEAR.	NUMBER OF BOYS IN—					NUMBER OF GIRLS IN—				
	High stage.	Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.	High stage.	Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.
1897	283	1,066	1,039	2,066	4,404	50	753	913	1,963	3,679
1902	339	1,103	1,168	2,124	4,734	78	620	1,063	1,797	3,558

TABLE CXXVIII.—*Statement showing the Expenditure on Secondary and Primary Schools for Europeans.*

YEAR.	TOTAL DIRECT EXPENDITURE FROM—					
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other Sources.	Grand Total.
	Rs.		Rs.	Rs.	Rs.	Rs.
1897	1,49,834	.....	.....	6,27,799	3,29,700	11,07,333
1902	1,74,818	.....	1,165	2,60,955	5,13,315	9,50,253

TABLE CXXIX.—*Statement showing the Average annual cost of each Pupil in Schools for Europeans, Secondary and Primary, 1901-1902.*

YEAR.	Public Funds.	Private Funds.	Total.
	Rs.	Rs.	Rs.
1901-1902	21·8	93·5	115·3
1896-1897	18·5	118·5	137·0

TABLE CXXX.—*Progress of Muhammadan Education, 1891-92, 1896-97, and 1901-1902.*

PROVINCE.	Muhammadans under instruction in Public and Private Institutions.			Percentage of increase or decrease.	
	1891-92.	1896-97.	1901-1902.	1896-97 compared with 1891-92.	1901-1902 compared with 1896-97.
Bengal ...	4,48,847	4,77,019	4,62,674	+6	—3

TABLE CXXXI.—*Percentage of Muhammadans under Instruction to Muhammadan population of school-going age, 1896-97 and 1901-1902.*

PROVINCE.	1896-97.		1901-1902.	
	Muhammadans.	All classes.	Muhammadans.	All classes.
Bengal ...	13·6	15·2	12·2	14·4

TABLE CXXXII.—*Percentage of Muhammadans in Public Institutions to total Muhammadans under Instruction, 1891-92 1896-97 and 1901-1902.*

PROVINCE.	1891-92.	1896-97.	1901-1902.
Bengal ...	79	83	84

TABLE CXXXIII.—*Distribution of Muhammadans under Instruction, 1896-97 and 1901-1902.*

YEAR.	Percentage of Muhammadans in total population.	PUBLIC INSTITUTIONS.		PRIVATE INSTITUTIONS.		TOTAL INSTITUTIONS.	
		Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.	Muhammadan pupils.	Percentage of total pupils.
1896-97 ...	32·9	3,97,554	25·7	79,465	62·9	4,77,019	28·4
1901-1902 ...	32·9	3,87,839	25·0	74,835	62·5	4,62,674	27·7

TABLE CXXXIV.—*Classification of Muhammadans in Public Institutions, 1896-97 and 1901-1902.*

YEAR.	ARTS COLLEGES (ENGLISH.)		PROFESSIONAL COLLEGES.		SECONDARY SCHOOLS.		PRIMARY SCHOOLS.		Percentage of Muhammadans in total population.
	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	Muhammadans.	Percentage of total pupils.	
1896-97	361	5·6	68	3·7	31,236	13·9	3,62,328	27·7	32·9
1901-1902	491	6·0	93	3·8	35,831	14·	3,46,764	27·4	32·9

TABLE CXXXV.—*Success of Muhammadans at University Examinations, 1896-97 and 1901-1902.*

	Matriculation or Entrance.		F. A.		B. A.		M. A.		Law.		Medicine.		Percentage of Muhammadans in total population.
	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	
1896-97	241	8·3	52	5·1	14	3·8	1	1·2	14	6·9	1	·4	32·9
1901-1902	207	7·2	74	5·4	23	5.3	3	4·4	8	3·7	10	3·7	32·9

TABLE CXXXVI.—*Success of Muhammadans at Departmental Examinations, 1896-97 and 1901-02.*

YEARS.	MIDDLE.		UPPER PRIMARY.		LOWER PRIMARY.		Percentage of Muhammadans in total population.
	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	Muhammadan passes.	Percentage of total.	
1901-02	505	12·1	1,387	19·3	10,403	22·1	32·9
1896-97	598	12·6	1,160	17·4	7,557	19·7	32·9

TABLE CXXXVII.—*General Statistics of Private Institutions, 1891-92, 1896-97 and 1901-02.*

CLASS OF INSTITUTION.	1891-92.		1896-97.		1901-02.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Advanced Institutions—						
Arabic or Persian	1,294	16,745	1,219	14,014	1,142	16,737
Sanskrit	1,694	18,117	1,763	17,627	1,160	9,917
Elementary Institutions—						
Vernacular ... {Boys	4,543	31,003	4,184	30,679	3,856	35,676
{Girls	84	568	21	152	13	179
The Koran ... ... {Boys	5,969	70,360	4,326	57,698	3,489	51,308
{Girls	.....	.....	391	2,092	228	1,791
Other schools ... {Boys	208	2,265	293	3,476	148	3,206
{Girls	76	536	10	444	12	625
Total ...	13,868	139,594	12,207	126,182	9,998	119,639
Percentage of decrease, compared with preceding year.	.....	.....	—11	—9	—18	—5
Percentage of increase or decrease in vernacular schools only.	.....	.....	—9	—2	—7	+16·9
Average number of pupils in vernacular schools.	.....	6	.....	7	.....	9

TABLE CXXXVIII.—*Comparative Statistics of Pupils in various classes of Private Institutions 1896-97 to 1901-02.*

CLASS OF INSTITUTION.	1896-97.	1897-98.	1898-99.	1899-1900.	1900-01.	1901-02.	Percentage of increase or decrease, 1901-02 compared with 1896-97.
Advanced Institutions—							
Arabic or Persian	14,014	13,946	18,672	16,439	15,647	16,737	+19
Sanskrit	17,627	16,593	13,100	12,259	10,617	9,917	−43
Elementary Institutions—							
Vernacular	30,831	31,070	31,772	31,961	33,366	36,055	+17
The Koran	59,790	55,840	56,461	57,847	56,191	53,099	−11
Other schools	3,920	2,474	2,537	3,071	2,370	3,831	− 2
Total ...	126,182	119,923	123,542	121,577	118,191	119,639	− 5
Percentage of increase or decrease, compared with preceding year.	.....	−4	+2	−·7	−3	+1	.....

TABLE CXXXIX.—*Proportion of Pupils in Private Institutions, 1896-97 to 1901-02.*

YEAR.	Pupils in Private Institutions.	Percentage of total under instruction.
1896-97 ...	126,182	7·5
1897-98 ...	119,923	7·3
1898-99 ...	122,542	7·3
1899-1900 ...	121,577	7·2
1900-1901 ...	118,191	7·2
1901-1902 ...	119,639	7·1

TABLE CXL.—*Pupils in Private Institutions according to Race or Creed, 1901-02.*

RACE OR CREED.	Number of pupils.	Percentage of total Pupils in Private Institution.	Percentage of total Race or Creed under instruction.
Europeans and Eurasians ...	..	...	...
Native Christians ...	678	0 5	4·0
Hindus ...	43,495	36·3	3·7
Muhammadans ...	74,835	62·5	16·1
Others	631	0·5	1·9
Total ...	119,639		7·1

TABLE CXLI.—*Comparative statistics of Hostels, 1896-97 and 1901-02.*

PROVINCE.	1896-97.					1901-02.				
	Hostels.	Boarders.	EXPENDITURE.			Hostels.	Boarders.	EXPENDITURE.		
			Public Funds.	Private Funds.	Total.			Public Funds.	Private Funds.	Total.
Bengal	208	7,574	17,892	2,05,231	2,23,123	316	11,341	40,416	8,27,303	8,67,719
Percentage of increase or decrease.	...	...	...	...	...	51·9	49·7	125·8	303·1	288·8

TABLE CXLII.—*Statistics of Hostels according to management.*

	1896-97.								1901-02.							
	GOVERNMENT.		DISTRICT OR MUNICIPAL.		AIDED.		UNAIDED.		GOVERNMENT.		DISTRICT OR MUNICIPAL.		AIDED.		UNAIDED.	
	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.	Hostels.	Boarders.
Boys	24	828	3	5	22	1,472	115	2,823	34	1,704	2	60	55	1,978	170	4,655
Girls	1	32	...	...	23	1,543	20	871	4	151	...	...	26	1,756	25	1,087
Average strength of each Hostel. Boys ...	...	34·5	...	1·6	...	66·9	...	24·5	...	50	...	30	...	36	...	27·3
Average strength of each Hostel. Girls ...	...	32	...	...	...	67	...	43·5	...	38	...	...	...	67	...	41·5

TABLE CXLIII.—*Statistics of Hostels for Boys.*

YEARS.	TOTAL.		DISTRIBUTION OF BOARDERS.				EXPENDITURE.				
	Hostels.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Subscriptions, Endowments, etc	Total.
1896-97	164	5,128	310	3,973	436	409	16,187	456	79,293	69,392	1,65,328
1901-02	261	8,397	574	5,557	999	1,267	23,626	874	4,31,087	1,11,248	5,66,835

TABLE CXLIV.—*Statistics of Hostels for Girls.*

YEARS.	Hostels.	Boarders.	DISTRIBUTION OF BOARDERS.				EXPENDITURE.				
			Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local and Municipal Funds.	Fees.	Subscriptions, Endowments, etc.	Total.
1896-97	44	2,446	14	1,675	678	79	1,249	.....	15,504	41,042	57,795
1901-02	55	2,944	43	1,857	848	196	15,916	.....	1,79,040	1,05,928	3,00,884

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
PERCENTAGE OF CHILDREN UNDER INSTRUCTION
in 1901-02.
Scale 1 Inch=80 Miles or 1 mkm
Excludes Schools for Europeans.
REFERENCES.
Class 1. Above 20 per cent.
,, 2. 10 to 20 ,,
,, 3. 5 to 10 ,,
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
BENGAL
BAY
Mouths of the Ganges
82°
86°
90°
24°
20°

No. II.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
PERCENTAGE OF BOYS IN THE SECONDARY
STAGE OF INSTRUCTION
in 1901-02.
Scale 1 Inch=80 Miles or xactxxx
Excludes Schools for Europeans.
REFERENCES.
Class 1. Above 2 per cent.
„ 2. 1 to 2 „
„ 3. From ·5 to 1 per cent.
„ 4. Below ½ or ·5 „
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
BENGAL
BAY
Mouths of the
Ganges
NEPAL
BHUTAN
ASSAM
CENTRAL PROVINCES
MADRAS PRESIDENCY
BOMBAY PRESIDENCY
CHOTA NAGPUR
HILL TIPPERA
CALCUTTA
Darjeeling
Gangtok
Purnea
Dinajpur
Rangpur
Cooch Behar
Malda
Bogra
Mymensingh
Murshidabad
Berhampur
Pabna
Rajshahi
Nadia
Krishnagar
Burdwan
Jessore
Khulna
Hooghly
Midnapur
Balasor
Cuttack
Puri
Ganjam
Chittagong
Akyab
Agartalla
Comilla
Noakhali
Barisal
Patna
Gaya
Bhagalpur
Rajmahal
Deoghar
Hazaribagh
Ranchi
Purulia
Baukura
Lohardaga
Palamau
Daltonganj
Sambalpur
Bilaspur
Raipur
Jashpur
Sonpur
Chanda
Nagpur
Bhandara
Balaghat
Seoni
Betul
Chhindwara
Hoshangabad
Narsinghpur
Jubbulpore
Mirzapur
Allahabad
Benares
Ghazipur
Ballia
Azamgarh
Jaunpur
Fyzabad
Gonda
Basti
Goruckpur
Tulsipur
Uska Bazar
Mankapur
Sultanpur
Partabpur
Baramanwa
Bhagalpur
Purnea
Darbhanga
Muzaffarpur
Chumparun
Saran
Gorakhpur
Bustee
Salempur
Barhaj Bazar
Mirzapur
Chunar
Ghazipur
Ganges
Jumna
Sone
Gogra
Gunduk
Kosi
Mahanadi
Brahmini
Damodar
Subarnarekha
Hooghly
Ajay
Mayurbhanj
Keonjhar
Jhargram
Jhalda
Kharagpur
Midnapur
Contai
Tamluk
Diamond Harbour
Alipur
Howrah
Chandernagore
Serampur
Barrackpur
Bhatpara
Kanchrapara
Ranaghat
Krishnagar
Nadia
Meherpur
Kushtia
Jessore
Bongong
Barisal
Patuakhali
Noakhali
Chittagong
Cox's Bazar
Sandwip Channel
Hatiya Island
Sangumaghat
Ruttan Pirai
Langleh
Kaladan R.
Myu R.
Naaf R.
Akyab
Arracan
Tura
Rungpur
Goalpara
Brahmaputra R.
Teesta R.
Karatoya R.
Tista R.
Mahananda R.
Kosi R.
Ganges R.
Padma R.
Hooghly R.
Damodar R.
Rupnarayan R.
Subarnarekha R.
Brahmini R.
Mahanadi R.
Maria R.
Hansinghata R.
Meghna R.
Surma R.
Kusiyara R.
Barak R.
Dhansiri R.
Kopili R.
Jamuna R.
Sangu R.
Karnafuli R.
Feni R.
Muhuri R.
Sankh R.
Rupsa R.
Kansabati R.
Kasai R.
Silai R.
Damodar R.
Barakar R.
Koel R.
Sone R.
Son R.
Gogra R.
Gunduk R.
Kosi R.
Mahanadi R.
Brahmini R.
Damodar R.
Subarnarekha R.
Hooghly R.
Ajay R.
Mayurbhanj
Keonjhar
Jhargram
Jhalda
Kharagpur
Midnapur
Contai
Tamluk
Diamond Harbour
Alipur
Howrah
Chandernagore
Serampur
Barrackpur
Bhatpara
Kanchrapara
Ranaghat
Krishnagar
Nadia
Meherpur
Kushtia
Jessore
Bongong
Barisal
Patuakhali
Noakhali
Chittagong
Cox's Bazar
Sandwip Channel
Hatiya Island
Sangumaghat
Ruttan Pirai
Langleh
Kaladan R.
Myu R.
Naaf R.
Akyab
Arracan
Tura
Rungpur
Goalpara
Brahmaputra R.
Teesta R.
Karatoya R.
Tista R.
Mahananda R.
Kosi R.
Ganges R.
Padma R.
Hooghly R.
Damodar R.
Rupnarayan R.
Subarnarekha R.
Brahmini R.
Mahanadi R.
Maria R.
Hansinghata R.
Meghna R.
Surma R.
Kusiyara R.
Barak R.
Dhansiri R.
Kopili R.
Jamuna R.
Sangu R.
Karnafuli R.
Feni R.
Muhuri R.
Sankh R.
Rupsa R.
Kansabati R.
Kasai R.
Silai R.
Damodar R.
Barakar R.
Koel R.
Sone R.
Son R.
Gogra R.
Gunduk R.
Kosi R.
Mahanadi R.
Brahmini R.
Damodar R.
Subarnarekha R.
Hooghly R.
Ajay R.
82°
86°
90°
24°
20°

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
PERCENTAGE OF BOYS IN THE PRIMARY
STAGE OF INSTRUCTION
in 1901-02.
Scale 1 Inch=80 Miles or nearabout
Excludes Schools for Europeans.
REFERENCES.
Class 1. Over 40 per cent.
,, 2. 30 to 40 ,,
,, 3. 20 to 30 ,,
,, 4. 10 to 20 ,,
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
BENGAL
BAY
82°
86°
90°
24°
20°

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
PERCENTAGE OF GIRLS UNDER INSTRUCTION
IN PUBLIC INSTITUTIONS
in 1901-02.
Scale 1 Inch = 80 Miles or 1 cast cost
Excludes Schools for Europeans.
REFERENCES.
Class 1. Above 3 per cent.
,, 2. 2 to 3 ,,
,, 3. 1 to 2 ,,
,, 4. Below 1 ,,
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
BENGAL
BAY
Mouths of the Ganges
CALCUTTA
CUTTACK
Puri
Balasore
Midnapore
Hooghly
Howrah
Bankura
Burdwan
Nadia
Krishnagar
Jessore
Khulna
Barisal
Faridpur
Dacca
Mymensingh
Rajshahi
Bogra
Rangpur
Dinajpur
Purnea
Darbhanga
Muzaffarpur
Patna
Gaya
Bhagalpur
Monghyr
Bihar
Arrah
Ghazipur
Benares
Allahabad
Mirzapur
Jaunpur
Azamgarh
Gorakhpur
Basti
Fyzabad
Gonda
Tulsipur
Uska Bazar
Motihari
Darjeeling
Gangtok
Purnakha
Jalpaiguri
Cooch Behar
Tura
Agartalla
Comilla
Noakhali
Chittagong
Akyab
Kaladan
Aijal
Lungleh
Sambalpur
Bilaspur
Raigarh
Jashpur
Sirguja
Chota Nagpur
Lohardaga
Hazaribagh
Palamau
Daltonganj
Ranchi
Purulia
Manbhum
Singhbhum
Orissa
Tributary States
Madras Presidency
Central Provinces
Bhundesar
Chilka Lake
Hill Tippera
Sunderbans
Kutub Bazar
Cox's Bazar
Naaf R.
Mayu R.
Kaladan R.
Matla R.
Hooghly R.
Subarnarekha R.
Damodar R.
Ajay R.
Mahanadi R.
Brahmani R.
Baitarani R.
Rushikulya R.
Ganges R.
Son R.
Gogra R.
Gandak R.
Kosi R.
Mahananda R.
Karatoya R.
Brahmaputra R.
Meghna R.
Surma R.
Kusiyara R.
Kasai R.
Rupnarayan R.
Haldi R.
Rasulpur R.
Kansabati R.
Kangsabati R.
Silai R.
Barakar R.
Konar R.
Barakar R.
Bagmati R.
Kamla R.
Burhi Gandak R.
Sone R.
Karmnasa R.
Punpun R.
Kiul R.
Ajay R.
Mor R.
Kosi R.
Mahananda R.
Karatoya R.
Brahmaputra R.
Meghna R.
Surma R.
Kusiyara R.
Kasai R.
Rupnarayan R.
Haldi R.
Rasulpur R.
Kansabati R.
Kangsabati R.
Silai R.
Barakar R.
Konar R.
Barakar R.
Bagmati R.
Kamla R.
Burhi Gandak R.
Sone R.
Karmnasa R.
Punpun R.
Kiul R.
Ajay R.
Mor R.

Excludes Schools for Europeans.

REFERENCES

Class 1. Above 20 per cent.

„ 2. 10 to 20 „

„ 3. 1 to 10 „

Ref. No. 791, Inst., Bengal.—Nov. 03.—1,340.

Zinco., S. I. O., Calcutta.

SUBSIDIARY APPENDICES.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY

SUBSIDIARY APPENDIX I.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1901-1902.

Class of School.	Number of schools.	Average roll-number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll-number.	Average yearly cost of each pupil— To public funds.	Average yearly cost of each pupil— Total.	Percentage of public fund expenditure to total cost.
High English Schools for Boys.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	49	285	236	82·8	11 11 0	34 7 9	33·6
Ditto by District or Municipal Boards	5	403	330	81·8	3 10 0	23 14 2	15·1
Under Private Management.							
Aided by Government or by District or Municipal Boards	221	189	146	77·4	2 3 4	17 11 7	12·5
Unaided	250	227	178	78·6	...	15 2 2	...
Total High Schools	525	218	172	78·7	...	19 0 7	...
Middle English Schools for Boys.							
Under Public Management.							
Managed by Government	4	116	92	79·8	9 12 11	18 1 10	54·1
Ditto by District or Municipal Boards	30	77	62	79·9	4 0 0	10 5 8	38·6
Under Private Management.							
ided by Government, District, or Municipal Boards	641	69	56	80·4	3 0 7	11 10 8	26·0
Unaided	258	65	49	76·1	...	8 3 2	...
Total Middle English Schools	933	69	54	79·3	...	10 12 2	...
Middle Vernacular Schools.							
Under Public Management.							
Managed by Government	19	73	55	79·5	4 12 10	7 9 2	63·4
Ditto by District or Municipal Boards	149	53	42	80·6	4 15 2	8 11 4	56·8
Under Private Management.							
Aided by Government, District, or Municipal Boards	698	51	40	78·7	2 11 6	8 1 3	33·6
Unaided	104	58	44	76	...	5 9 10	...
Total Middle Vernacular Schools	970	52	41	78·6	...	7 13 11	...
Upper Primary Schools for Boys.							
Under Public Management.							
Managed by Government	5	25	16	63·5	5 12 7	5 12 7	100·
Ditto by District or Municipal Boards	9	28	22	78·2	3 15 2	4 9 6	85·9
Under Private Management.							
Aided by Government, District, or Municipal Boards	4,103	40	32	78·8	1 5 6	3 7 10	38·5
Unaided	182	34	25	75·6	...	2 14 0	...
Total Upper Primary Schools	4,299	40	31	78·7	...	3 7 9	...
Lower Primary Schools for Boys.							
Under Public Management.							
Managed by Government	3	14	13	88·6	0 6 10	0 6 10	100·
Ditto by District or Municipal Boards	8	43	34	79·3	2 11 5	4 0 1	67·2
Under Private Management.							
Aided by Government, District, or Municipal Boards	29,768	25	20	81·1	0 11 1	2 10 5	26·2
Unaided	11,832	16	13	83·1	...	2 3 1	...
Total Lower Primary Schools	41,611	22	18	81·5	...	2 8 11	...

SUBSIDIARY APPENDIX II.

Comparative statement showing the percentage of boys at school to boys of school-going age District by District.

Position in 1900-1901.	Position in 1901-1902.	District.	Male population.	Number of boys of school-going age.	Number of Boys at School.		Percentage of boys at school to boys of school-going age.	
					1900-1901.	1901-1902.	1900-1901.	1901-1902.
4	1	Hooghly	528,279	79,241	41,199	43,019	51·8	54·7
3	2	Midnapore	1,390,233	208,534	111,985	106,246	53·6	50·9
2	3	Chittagong	641,392	96,209	50,895	48,352	53·9	50·2
5	4	Howrah	439,525	65,928	31,617	32,279	47·8	48·9
7	5	Noakhali	563,777	88,316	38,519	41,643	45·2	48·8
6	6	Backergunge	1,175,903	176,386	80,668	79,772	45·5	45·2
10	7	24-Parganas	1,092,916	163,936	67,929	68,437	41·4	41·7
8	8	Bankura	549,484	82,422	35,733	34,020	43·3	41·2
11	9	Burdwan	764,742	114,711	45,873	47,144	40·1	41·1
9	10	Balasore	517,543	77,631	33,441	31,491	43·0	40·5
12	11	Birbhum	444,689	66,703	26,346	26,736	39·5	40·0
13	12	Tippera	1,085,989	162,898	63,719	62,203	38·9	38·1
1	13	Calcutta	562,596	83,804*	30,802	31,736	62·3*	37·8*
14	14	Cuttack	995,409	149,311	52,737	53,113	35·3	35·5
15	15	Dacca	1,312,417	196,862	69,774	69,272	35·1	35·1
16	16	Khulna	653,470	98,020	31,859	33,597	32·5	34·2
18	17	Patna	804,583	120,687	36,543	39,679	28·1	32·8
17	18	Singhbhum	302,425	45,364	12,685	13,361	28·2	29·4
20	19	Faridpur	970,164	145,525	35,890	38,909	24·6	26·7
19	20	Puri	506,839	76,026	19,718	20,186	25·9	26·5
22	21	Bogra	437,349	65,602	15,849	17,212	24·2	26·2
23	22	Jessore	914,025	137,130	32,751	34,139	23·8	24·8
27	23	Angul with Khond Mahals ...	95,935	14,390	2,993	3,395	20·7	23·5
21	24	Murshidabad	653,346	98,001	23,782	22,748	24·4	23·2
24	25	Nadia	827,509	124,126	28,380	28,769	22·8	23·1
28	26	Ranchi	577,180	86,574	17,348	18,543	20·0	21·4
25	27	Pabna	709,396	106,409	23,483	22,324	22·8	20·9
26	28	Mymensingh	2,014,805	302,221	63,512	59,884	20·7	19·8
30	29	Dinajpur	823,972	123,596	22,800	24,522	18·4	19·8
37	30	Gaya	1,011,271	151,691	25,576	29,436	16·8	19·4
29	31	Manbhum	653,336	98,006	19,163	18,441	19·8	18·8
33	32	Rajshahi	741,690	111,253	19,744	20,973	17·7	18·8
34	33	Rangpur	1,125,109	168,766	29,800	31,810	17·6	18·8
32	34	Malda	437,639	65,646	11,626	12,029	17·7	18·3
38	35	Sonthal Parganas	896,373	134,456	21,605	23,762	16·1	17·6
39	36	Monghyr	1,011,580	151,737	24,281	26,637	16·0	17·5
36	37	Darbhanga	1,416,474	212,471	35,746	36,279	16·4	17·0
31	38	Jalpaiguri	422,877	63,431	11,426	10,818	17·9	17·0
35	39	Darjeeling	133,005	19,950	3,407	3,377	17·0	16·9
40	40	Shahabad	936,544	140,481	22,765	22,717	15·3	16·1
44	41	Saran	1,095,288	164,293	23,683	25,892	13·9	15·7
43	42	Muzaffarpur	1,318,547	197,782	20,348	30,868	14·4	15·6
42	43	Bhagalpur	1,027,535	154,130	23,347	23,612	15·1	15·3
41	44	Hazaribagh	570,122	85,518	13,094	12,566	15·1	14·7
45	45	Champaran	885,607	132,841	19,140	19,457	13·6	14·6
47	46	Palamau	306,203	45,930	5,272	6,684	11·4	14·5
48	47	Chittagong Hill Tracts ...	68,238	10,236	1,139	1,345	11·1	13·1
46	48	Purnea	958,452	143,768	18,234	18,475	12·7	12·8
49	49	Orissa Tributary Mahals	969,973	145,496	16,225	17,053	11·0	11·7

* Calculated at 15 per cent. of the actual population instead of taking as in former years at a rough estimate of 49,000.

SUBSIDIARY APPENDIX III.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division for the years 1900-1901 and 1901-1902.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.
Burdwan ...	345	337	47,843	49,390	256,826	251,363	1,687	1,712	307,201	303,302
Presidency ...	352	330	43,297	43,171	153,015	157,031	1,087	1,033	197,751	201,565
Calcutta ...	6,237	6,396	19,631	19,491	14,358	14,445	2,198	2,563	42,424	42,895
Rajshahi ...	282	327	20,201	20,952	109,636	114,448	850	1,013	130,969	136,740
Dacca ...	1,497	1,514*	46,363	48,613	182,191	180,660	2,906	3,691	232,957	234,478*
Chittagong ...	217	248	18,455	20,317	121,062	118,390	2,053	1,798	141,787	141,253
Patna ...	631	524	15,207	16,849	150,099	158,805	2,340	2,646	168,277	178,824
Bhagalpur ...	250	238	9,367	9,689	83,509	89,928	534	611	93,660	100,466
Orissa ...	113	127	6,908	6,945	100,048	99,694	844	1,016	107,913	107,782
Orissa Tributary Mahals.	...	...	1,493	1,482	15,276	16,039	173	192	16,942	17,713
Chota Nagpur ...	39	36	6,330	6,634	65,124	67,545	494	497	71,987	74,712
European ...	...	...	7,441	7,059	828	1,233	...	...	8,269	8,292
Total ...	10,463	10,577	242,536	250,592	1,251,972	1,270,081	15,166	16,772	1,520,137	1,548,022

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.
Burdwan	1,244	1,703	280	274	868	1,089	660	1,000	3,052	4,066	310,253	307,368
Presidency	279	272	8	...	156	146	...	146	443	564	198,194	202,129
Calcutta	...	...	533	1,472	1,246	1,114	...	...	1,779	2,586	44,203	45,481
Rajshahi	653	713	716	503	853	766	20	12	2,222	1,994	133,191	138,734
Dacca	3,086	3,285	5,103	3,808	26,014	24,138	25	831	34,228	32,062	267,185	266,540*
Chittagong	3,976	4,228	357	212	22,846	21,379	792	487	27,973	26,306	169,760	167,559
Patna	11,456	11,955	13,943	17,598	2,757	2,696	628	629	28,784	32,878	197,061	211,702
Bhagalpur	4,197	3,506	5,749	5,466	1,250	1,457	...	357	11,196	10,786	104,856	111,352
Orissa	668	603	6,155	6,270	43	52	84	173	6,950	7,098	114,863	114,880
Orissa Tributary Mahals.	13	...	165	219	52	58	4	...	234	277	17,176	17,990
Chota Nagpur ...	690	389	357	233	126	204	157	196	1,330	1,022	73,317	75,734
European ...	...	...	...	...	...	...	...	...	...	...	8,269	8,292
Total ...	26,264	26,654	33,366	36,055	56,191	53,099	2,370	3,831	118,191	119,639	1,638,328	1,667,661

* Excluding the Mymensingh City College, the returns of which have been received too late for inclusion in the tables.

SUBSIDIARY APPENDIX IV.

Statement shewing in detail the attendance and expenditure in all classes of secondary schools for Indian boys.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on the 31st March 1902.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from—					Total.
					Public funds.			Private funds.		
					Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
High English.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	49	14,651	13,978	11,573	1,63,428	...	...	3,10,737	8,025	4,82,190
Do. by District or Municipal Boards.	5	2,212	2,017	1,651	1,754	4,358	1,206	38,176	2,751	48,245
Aided by Government, District, or Municipal Boards.	221	43,243	41,839	32,420	81,937	5,397	5,193	5,38,627	1,10,517	7,41,671
Unaided	250	60,057	56,740	44,618	...	...	...	6,88,150	(*a*) 2,21,193	(*a*) 9,09,343
Total ...	525	120,163	114,574	90,262	2,47,119	9,755	6,399	15,75,690	3,42,486	21,81,449
Middle English.										
Managed by Government ...	4	468	465	371	4,562	...	...	3,863	...	8,425
Do. by District or Municipal Boards.	30	2,537	2,332	1,865	...	7,595	1,742	11,099	3,720	24,156
Aided by Government, District, or Municipal Boards.	641	47,092	44,689	35,970	21,110	1,10,865	3,918	2,30,036	1,55,557	5,21,486
Unaided	258	17,664	16,806	12,801	...	...	...	55,511	(*b*) 82,276	(*b*) 1,37,787
Total ...	933	67,761	64,292	51,007	25,672	1,18,460	5,660	3,00,509	2,41,553	6,91,854
Middle Vernacular.										
Managed by Government ...	19	1,431	1,392	1,057	6,102	...	708	3,513	219	10,542
Do. by District or Municipal Boards.	149	8,313	7,892	6,364	...	38,690	362	24,704	4,974	68,730
Aided by Government, District, or Municipal Boards.	698	37,487	35,582	28,035	39,432	54,536	2,865	1,26,498	64,215	2,87,546
Unaided	104	6,113	6,054	4,574	...	...	...	13,189	(*c*) 20,813	(*c*) 34,002
Total ...	970	53,344	50,920	40,030	45,534	93,226	3,935	1,67,904	90,221	4,00,820
GRAND TOTAL ...	2,428	241,268	229,786	181,299	3,18,325	2,21,441	15,994	20,44,103	6,74,260	32,74,123

(*a*) Inclusive of Rs. 6,653 from Native State revenues.
(*b*) Inclusive of Rs. 10,471 from ditto.
(*c*) Inclusive of Rs. 3,887 from ditto.

SUBSIDIARY APPENDIX V.

Statement showing the qualifications of the teachers of High Schools for Indian pupils.

Class of Schools.	Number of Schools.	Number of teachers employed.	Holders of Certificates of—																	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular mastership.			Guru Training School.	Middle English.	Middle Vernacular.	Primary.		Sanskrit Title Examination.	Madrasah Central Examination.	Other Examination.	Holding no certificate.		
							First grade.	Second grade.	Third grade.				Upper primary.	Lower primary.						
High English { Government ...	56	851	38	179	152	180	42	2	1	2	6	14	...	...	45	35	46	107	94	
High English { Aided	225	2,328	29	344	390	510	124	21	17	8	77	85	5	1	166	48	63	435	288	
High English { Unaided	250	2,887	78	461	516	619	84	28	16	8	66	106	5	1	214	62	68	555	275	
Total ...	531	6,061	145	984	1,058	1,309	250	51	34	18	149	205	10	2	425	145	179	1,097	657	

SUBSIDIARY APPENDICES

Statement showing the amount of expenditure incurred from public funds on

Classification of Primary Schools.	Upper Primary Schools for Boys.		Lower Primary Schools for Boys.		Primary Schools for Girls.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Under Public Management.								
Managed by Government—								
Stipendiary	5	133	3	47	...	...	8	180
Paid by results	...	...	...	...	...	...	...	...
Mixed	...	...	...	...	...	...	...	...
Total ...	5	133	3	47	...	...	8	180
Managed by District or Municipal Boards—								
Stipendiary	9	276	8	352	1	52	18	680
Paid by results	...	...	...	...	...	...	...	...
Mixed	...	...	...	...	...	...	...	...
Total ...	9	276	8	352	1	52	18	680
Under Private Management.								
Aided by the Department or by District or Municipal Boards—								
Stipendiary	1,603	67,874	2,109	64,171	1,069	25,256	4,781	157,301
Paid by results	1,690	69,832	26,002	701,467	947	19,806	28,639	791,105
Mixed	840	37,699	1,657	50,474	138	2,963	2,635	91,137
Total ...	4,103	175,405	29,768	816,112	2,154	48,025	36,055	1,039,543
Total for the direct expenditure ...	4,117	175,914	29,779	816,511	2,155	48,077	36,081	1,040,403

INDIRECT EXPENDITURE.

1. Charges for abolished primary schools (including primary fund schools) ... ...
2. Charges for buildings and furniture for primary schools, or for technical or any other schools paid from primary funds ...
3. Charges for subordinate inspecting agency ... ...
4. Lower primary scholarships (including other scholarships paid from primary funds) ... ...
5. Miscellaneous charges incurred on primary education, including charges incurred from primary allotments, such as purchase of prize books, grants to technical schools, money-order commission, etc. ... ...
6. Charges for the conduct of lower primary scholarship examination ... ...
7. Add 80 per cent. of actual charges for sub-inspectors ... ...

Total ... ...

Grand Total ... ...

N.B.—1. The figures in this Table do not include 156,949 pupils in the Primary classes of Secondary schools for Indian boys Revenues, Rs. 1,02,099 from Local Funds, Rs. 8,291 from Municipal Funds, Rs. 7,003 from Native States Revenues, Rs. 6,81,194

2. Nor does it include 6,152 pupils receiving Primary Education in European Schools, Secondary Primary, both for boys and consisting of Rs. 1,30,222 from Provincial Revenues, Rs. 1,91,189 from Fees and Rs. 3,69,586 from other sources.

VI and VII (combined).

Primary Education for Indian boys and girls in the Lower Provinces of Bengal in 1901-1902.

Provincial Revenues.			District Funds.			Municipal Funds.			Grand Total.
In primary schools for boys.	In primary schools for girls.	Total.	In primary schools for boys.	In primary schools for girls.	Total.	In primary schools for boys.	In primary schools for girls.	Total.	
766	.....	766	.....	.....	.....	.....	.....	.....	766
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
776	.....	766	.....	.....	.....	.....	.....	.....	766
.....	.....	.....	1,233	.....	1,233	705	211	916	2,149
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	1,233	.....	1,233	705	211	916	2,149
51,016	26,241	77,257	109,392	23,857	133,249	24,786	7,049	31,835	242,341
20,974	13,739	34,713	377,962	11,146	389,108	18,317	1,080	19,397	443,718
41,958	3,284	45,242	94,224	4,571	98,795	10,598	400	10,998	155,035
113,948	43,264	157,212	581,578	39,574	621,152	54,201	8,529	62,730	841,094
114,714	43,264	157,978	582,811	39,574	622,385	54,906	8,740	63,646	844,009
.....		3,187	.....		9,667	.....		976	13,830
.....		5,135	.....		3,547	.....		3,094	11,776
.....		8,284	.....		96,082	.....		3,482	107,848
.....		2,583	.....		29,375	.....		128	32,086
.....		7,388	.....		32,125	.....		2,578	42,091
.....		827	.....		16,052	.....		12	16,891
.....		14,926	.....		165,513	.....		.....	180,439
		42,330			352,361			10,270	404,961
		203,308			974,746			73,916	1,248,970

and girls, and the sum of Rs. 11,81,650 spent on them, of which Rs. 1,17,289 represents the amount spent from Provincial from Fees and Rs. 2,65,774 from other sources.
girls, of whom 4,919 were in the Primary classes of Secondary schools, the total cost of educating them coming up to Rs. 6,90,997 and

SUBSIDIARY APPENDIX VIII.

Statement showing the expenditure from the Primary grants (Provincial Revenues, District and Municipal Funds), and the general progress of Primary Education during the year 1901-1902.

District.	Population (Census of 1901.)	Amount paid in fixed stipends.	Amount paid in advance rewards, finally deducted from the rewards earned at the examination.	Total amount paid in rewards (inclusive of column 4).	Total of columns 3 and 5.	Number of pupils passed at the—								Remarks.
						Upper Primary Scholarship examination.		Lower Primary Scholarship examination.		Standard A.		Standard B.		
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
		Rs.	Rs.	Rs.	Rs.									
Burdwan	1,532,475	2,671	...	19,110	21,781	293	8	2,425	35	3,620	26	4,049	77	
Birbhum	902,280	1,582	242	6,717	8,299	175	3	989	15	1,650	14	2,317	44	
Bankura	1,116,411	6,688	10	10,852	17,540	232	3	1,700	40	2,755	88	2,300	116	
Midnapore	2,789,114	11,621	...	24,682	36,303	496	9	3,274	78	5,994	94	11,612	548	
Hooghly	1,049,282	6,276	569	12,889	19,165	133	5	1,102	40	2,755	64	2,438	159	
Howrah	850,514	4,472	...	8,588	13,060	77	13	945	32	2,316	18	2,510	37	
Total for the Burdwan Division, 1901-1902 ...	8,240,076	33,310	821	82,838	1,16,148	1,406	41	10,435	240	19,090	304	25,316	981	
24-Parganas	2,078,340	9,678	1,877	23,192	32,870	62	...	1,633	18	5,187	70	5,588	95	
Nadia	1,667,491	6,115	2,065	11,171	17,286	93	8	711	28	1,156	7	3,220	72	
Murshidabad	1,333,184	1,541	3,826	11,201	12,542	114	1	920	11	1,969	13	2,127	7	
Jessore	1,813,274	7,073	30	8,289	15,362	82	1	577	5	2,212	19	3,901	99	
Khulna	1,253,043	7,570	989	7,305	14,875	71	...	496	6	2,076	31	2,234	50	
Total for the Presidency Division, 1901-1902	8,145,332	31,777	8,787	61,158	92,935	422	10	4,337	68	12,600	140	17,070	323	
Calcutta	848,487	9,365	...	3,985	13,850	35	(a)125	232	(b)168	319	.....	780	...	
Rajshahi	1,462,407	6,890	1,618	13,711	20,601	159	...	945	9	1,270	1	1,484	9	
Dinajpur	1,567,080	2,640	1,789	12,488	15,128	94	1	808	3	1,740	23	2,549	75	
Jalpaiguri	787,380	5,813	1,964	4,928	10,741	37	2	243	10	624	11	464	18	
Darjeeling	249,117	11,220	...	30	11,250	3	...	4	1	...	...	...	...	
Rangpur	2,154,181	8,221	...	17,872	26,093	125	1	1,168	12	2,810	35	2,744	32	
Bogra	854,533	2,327	696	3,837	6,164	122	...	552	2	1,535	4	1,999	4	
Pabna	1,420,461	2,738	4,577	9,602	12,340	234	...	880	13	1,643	8	1,772	12	
Total for the Rajshahi Division, 1901-1902.	8,495,159	39,849	10,594	62,468	1,02,317	774	4	4,600	50	9,622	82	11,012	150	
Dacca	2,649,522	6,275	329	16,057	22,332	328	9	1,427	59	3,084	130	3,250	149	
Mymensingh	3,915,068	9,553	2,318	17,409	26,062	380	7	1,686	29	3,200	33	3,626	75	
Faridpur	1,937,646	8,943	1,270	9,170	18,113	146	3	956	32	1,659	23	2,255	48	
Backerguuge	2,291,752	12,593	1,665	10,268	22,861	349	5	1,647	101	2,963	134	3,369	197	
Total for the Dacca Division, 1901-1902 ...	10,793,988	37,364	5,582	52,904	90,268	1,203	24	5,716	221	10,906	320	12,500	469	
Tippera	2,177,991	10,324	872	17,826	28,150	380	1	1,810	24	3,279	257	4,663	425	
Noakhali	1,141,728	(a)7,318	...	9,678	16,996	299	...	1,246	35	2,395	72	3,228	111	
Chittagong	1,353,250	(b)10,371	1,472	8,319	18,690	263	3	1,278	40	5,494	67	4,555	185	
Chittagong Hill Tracts	124,763	5,040	...	150	5,190	...	...	17	1	4	...	54	...	
Total for the Chittagong Division, 1901-1902	4,737,731	33,053	2,344	35,973	69,026	942	4	4,351	100	11,172	396	12,500	721	
Patna	1,624,985	3,040	...	16,551	[illegible]591	34	2	1,763	9	4,068	...	2,920	...	
Gaya	2,059,933	7,044	685	9,120	[illegible]164	52	...	832	...	1,822	60	2,939	103	
Shahabad	1,962,696	6,712	...	5,370	[illegible]62	115	...	604	5	1,335	5	2,066	13	
Saran	2,409,509	5,782	...	10,310	[illegible]2	80	...	486	2	1,643	7	3,142	18	
Champaran	1,790,463	2,797	864	8,023	[illegible]	49	...	429	14	3,153	47	3,522	62	
Muzaffarpur	2,754,790	4,827	372	[illegible]	[illegible]	53	...	1,289	37	2,416	6	2,559	4	
Darbhanga	2,912,611	4,028	412	[illegible]	[illegible]	42	...	1,422	...	3,896	52	4,611	102	
Total for the Patna Division, 1901-1902 ...	15,514,987	34,230	2,333	80,571	[illegible]	425	2	6,825	67	18,333	177	21,759	302	
Monghyr	2,068,804	7,640	504	13,300	20,940	[illegible]		1,126	23	2,606	95	2,794	130	
Bhagalpur	2,088,953	5,578	...	8,333	13,911	[illegible]		856	32	1,809	21	2,109	99	
Purnea	1,874,794	5,701	...	7,513	13,214	[illegible]		464	11	777	6	1,469	15	
Malda	884,030	3,044	...	3,210	6,254	[illegible]		458	2	652	5	587	11	
Sonthal Parganas ...	1,809,737	7,426	...	11,388	18,814	131	[illegible]3	1,330	49	1,725	64	2,045	83	
Total for the Bhagalpur Division, 1901-1902	8,726,318	29,389	504	43,744	73,133	419	13	4,234	117	7,569	191	9,004	343	

(a) Girls' Standards V and VI.
(b) Girls' Standard IV.

SUBSIDIARY APPENDIX VIII—*concluded.*

District.	Population (Census of 1901.)	Amount paid in fixed stipends.	Amount paid in advance rewards, finally deducted from the rewards earned at the examination.	Total amount paid in rewards (inclusive of column 4).	Total of columns 3 and 5.	Number of pupils passed at the—								Remarks.
						Upper primary scholarship examinations.		Lower primary scholarship examinations.		Standard A.		Standard B.		
						Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
		Rs.	Rs.	Rs.	Rs.									
Cuttack	2,062,758	9,187	...	13,784	22,971	138	1	335	70	3,236	68	4,457	178	
Balasore	1,071,197	7,107	...	5,068	12,175	89	3	391	30	1,109	47	1,427	75	
Angul	191,911	4,498	...	775	5,273	10	...	115	7	192	5	323	28	
Puri	1,017,284	5,769	...	5,930	11,699	58	1	350	34	1,191	52	1,555	112	
Total for the Chittagong Division, 1901-1902 ...	4,343,150	26,561	...	25,557	52,118	295	5	1,691	141	5,728	172	7,762	393	
Orissa Tributary Mahals ...	1,947,802	...	...	...	...	71	1	303	10	593	8	2,389	91	
Total for 1901-1902 ...	1,947,802	...	...	...	...	71	1	303	10	593	8	2,389	91	
Hazaribagh	1,177,961	9,447	...	3,671	13,118	31	1	383	11	937	12	1,526	81	
Ranchi	1,187,925	12,632	...	3,227	15,859	30	4	492	50	592	22	1,762	198	
Palamau	619,600	9,483	...	1,332	10,815	26	1	273	12	247	7	334	19	
Manbhum	1,301,364	13,115	...	3,380	16,495	77	...	533	14	1,011	16	2,090	39	
Singhbhum	613,579	12,328	...	176	12,504	37	2	282	16	575	23	713	17	
Total for the Chota Nagpur Division, 1901-1902	4,900,429	57,005	...	11,786	68,791	201	8	1,963	103	3,362	80	6,425	354	
Grand Total for the Province, 1901-1902 ...	80,688,459	3,32,377	30,965	4,61,010	7,93,387	6,193	237	44,687	1,285	99,194	1,870	126,517	4,107	
Grand Total for 1900-1901 ...	76,672,576	3,18,947	31,286	4,54,139	7,73,086	5,348	223	42,775	1,160	103,424	2,183	130,918	4,448	

SUBSIDIARY APPENDIX IX.

Classification of Pupils of Secondary and Primary Schools in the different stages of Primary Instruction during the year 1901-1902.

District.	Population of school-going age.*			Pupils in upper primary stage, as in Education General Table V.			Pupils in lower primary stage.						Total.			Percentage of pupils to population of school-going age.		
							Reading printed books, as in Education General Table V.			Not reading printed books, as in Education General Table V.								
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Burdwan	114,711	115,159	229,870	6,286	23	6,309	31,172	1,554	32,726	4,767	451	5,218	42,225	2,028	44,253	36·8	1·7	19·2
Birbhum	66,763	68,658	135,341	2,821	15	2,836	17,557	538	18,095	4,365	326	4,691	24,743	877	25,622	37·1	1·2	18·9
Bankura	82,422	85,039	167,461	3,163	25	3,188	24,924	2,697	27,621	3,049	565	3,614	31,136	3,287	34,423	37·7	3·7	20·5
Midnapore	208,534	209,832	418,366	5,364	46	5,410	70,515	3,785	74,300	26,210	2,570	28,780	102,089	6,401	108,490	48·9	3·05	25·9
Hooghly	79,241	78,150	157,391	3,378	76	3,454	28,420	1,741	30,161	6,509	798	7,307	38,307	2,615	40,922	48·34	3·3	26·0
Howrah	65,928	61,648	127,576	2,646	41	2,687	18,211	1,139	19,350	7,206	470	7,676	28,063	1,650	29,713	42·6	2·7	23·3
Total for the Burdwan Division, 1901-1902.	617,539	618,466	1,236,005	23,658	226	23,884	190,799	11,454	202,253	52,106	5,180	57,286	266,563	16,860	283,423	43·1	2·7	22·9
24-Parganas	163,936	147,814	311,750	4,166	42	4,201	45,652	3,457	49,109	13,964	1,329	15,793	63,782	5,328	69,110	38·9	3·6	22·1
Nadia	124,126	125,997	250,123	3,097	38	3,135	16,952	1,392	18,344	5,099	1,282	6,381	25,148	2,712	27,860	20·2	2·1	11·1
Murshidabad	98,001	101,975	199,976	2,461	5	2,466	14,879	729	15,608	3,008	267	3,275	20,348	1,001	21,349	20·8	·9	10·7
Jessore	137,130	134,860	271,990	2,628	16	2,644	23,958	1,955	25,913	4,847	448	5,295	31,433	2,419	33,852	22·9	1·7	12·4
Khulna	98,020	89,936	187,956	2,369	5	2,374	22,871	1,727	24,598	6,905	742	6,647	31,145	2,474	33,619	31·7	2·7	17·8
Total for the Presidency Division, 1901-1902.	621,213	600,582	1,221,795	14,721	106	14,827	124,312	9,260	133,572	32,823	4,568	37,391	171,856	13,934	185,790	28·0	2·3	15·4
Calcutta	83,804	42,718	126,522	3,268	154	3,422	10,816	3,846	14,662	2,258	2,457	4,715	16,342	6,457	22,799	19·5	15·1	18·0
Rajshahi	111,253	108,108	219,361	1,331	3	1,334	16,336	1,286	17,622	1,796	301	2,097	19,463	1,590	21,053	17·4	1·4	9·5
Dinajpur	123,596	111,466	235,062	980	2	982	22,197	1,480	22,677	560	127	687	23,737	1,609	25,346	19·2	1·4	10·7
Jalpaiguri	63,431	54,675	118,106	454	5	459	9,544	581	10,125	466	44	510	10,464	630	11,094	16·4	1·1	9·3
Darjeeling	19,950	17,416	37,366	158	6	164	1,971	414	2,385	926	132	1,058	3,055	552	3,607	15·3	3·1	9·6
Rangpur	168,766	154,361	323,127	1,927	3	1,930	26,316	1,387	27,703	1,995	156	2,151	30,238	1,546	31,784	17·9	1·0	9·8
Bogra	65,602	62,577	128,179	1,239	3	1,242	12,324	338	12,662	2,252	157	2,409	15,815	498	16,313	24·1	·7	12·7
Pabna	106,409	106,659	213,068	2,777	5	2,782	16,279	841	17,120	310	52	362	19,366	898	20,264	18·2	·8	9·5
Total for the Rajshahi Division, 1901-1902.	659,007	615,262	1,274,269	8,366	27	8,393	104,967	6,327	111,294	8,305	969	9,274	122,138	7,323	129,461	18·5	1·1	10·1
Dacca	196,862	200,566	397,428	5,909	34	5,943	35,398	2,462	37,860	6,419	1,028	7,447	47,726	3,524	51,250	24·2	1·7	12·9
Mymensingh	302,224	285,039	587,260	4,446	25	4,471	44,129	2,696	46,825	2,002	345	2,347	50,577	3,066	53,643	16·7	1·1	9·1
Faridpur	145,525	145,122	290,647	3,208	11	3,219	23,392	1,498	24,890	6,923	1,369	8,292	33,523	2,878	33,401	23·0	1·9	12·5
Backergunge	176,385	167,377	343,762	3,829	37	3,866	44,939	2,499	47,438	18,847	2,038	20,885	67,615	4,574	72,189	38·3	2·7	21·0
Total for the Dacca Division, 1901-1902.	820,993	798,104	1,619,097	17,392	107	17,499	147,858	9,155	157,013	34,191	4,780	38,971	199,441	14,042	213,483	24·2	1·7	13·1

Tippera	162,898	154,800	317,698	4,060	17	4,077	39,529	3,131	42,660	[illegible]	2,095	11,335	52,829	5,243	58,072	32·4	3·3	18·2
Noakhali	85,316	85,943	171,259	2,077	9	2,086	23,012	1,015	24,027		1,084	7,972	31,977	2,108	34,085	37·4	2·4	19·9
Chittagong	96,209	106,778	202,987	2,270	19	2,289	32,298	3,523	35,821		367	1,781	35,982	3,909	39,891	37·4	3·6	19·6
Chittagong Hill Tracts ...	10,236	8,479	18,715	32	...	32	1,149	66	1,215	....	.....	.....	1,181	66	1,247	11·5	·7	6·6
Total for the Chittagong Division, 1902-1902.	354,659	356,000	710,659	8,439	45	8,484	95,988	7,735	103,723	17,542	3,546	21,088	121,969	11,326	133,295	34·3	3·1	18·7
Patna	120,687	123,060	243,747	916	11	927	17,359	582	17,941	12,555	496	12,851	30,630	1,089	31,719	25·3	·8	13·0
Gaya	151,691	157,299	308,990	730	2	732	12,553	603	13,156	8,796	544	9,340	22,079	1,149	23,228	14·6	·7	7·5
Shahabad	140,481	153,922	294,403	996	...	996	9,343	116	9,459	6,472	125	6,597	16,811	241	17,052	11·9	·2	5·8
Saran	164,293	197,133	361,426	1,107	...	1,107	11 970	180	12,150	8,157	524	8,681	21,234	704	21,938	12·9	·38	6·0
Champaran	132,841	135,728	268,569	423	...	423	10,174	252	10,426	6,851	234	7,085	17,448	486	17,934	13·1	·35	6·6
Muzaffarpur	197,782	215,436	413,218	904	4	908	14,029	755	14,784	9,463	830	10,293	24,396	1,589	25,985	12·3	·7	6·2
Darbhanga	212,471	224,420	436,891	690	2	692	19,448	485	19,933	8,447	630	9,077	28,585	1,117	29,702	13·4	·5	6·7
Total for the Patna Division, 1901-1902	1,120,246	1,206,998	2,327,244	5,766	19	5,785	94,876	2,973	97,849	60,541	3,383	63,924	161,183	6,375	167,558	14·4	·5	7·2
Monghyr	151,737	158,583	310,320	719	1	720	12,745	936	13,681	8,713	1,154	9,867	22,177	2,091	24,268	14·6	1·3	7·8
Bhagalpur	154,130	159,312	313,342	875	3	878	11,661	743	12,404	7,024	1,096	8,120	19,560	1,842	21,402	12·6	1·1	6·8
Purnea	143,768	137,451	281,219	604	8	612	9,700	317	10,017	5,349	271	5,620	15,653	596	16,249	10·9	·4	5·8
Malda	65,646	66,959	132,605	1,172	2	1,174	7,600	192	7,792	2,550	199	2,749	11,322	393	11.715	17·2	·6	8·8
Sonthal Parganas	134,456	137,005	271,461	1,228	91	1,319	16,036	756	16,792	4,221	248	4,469	21,485	1,095	22,580	16·0	·38	8·3
Total for the Bhagalpur Division, 1901-1902 ...	649,737	659,210	1,308,947	4,598	105	4,703	57,742	2,944	60,686	27,857	2,968	30,825	90,197	6,017	96,214	13·8	·9	7·3
Cuttack	149,311	160,102	309,413	1,587	73	1,660	29,774	1,355	31,129	17,807	1,247	19,054	49,168	2,675	51,843	32·9	1·6	16·3
Balasore	77,631	83,048	160,679	954	37	991	17,784	1,063	18,847	11,079	917	11,996	29,817	2,017	31,834	38·4	2·4	19·08
Angul	14,390	14,396	28,786	121	.....	121	1,626	72	1,698	1,488	77	1,565	3,235	149	3,384	22·4	1·0	11·7
Puri	76,026	76,567	152,593	825	9	834	12,078	1,107	13,185	2,556	351	2,907	15,459	1,467	16,926	20·3	1·9	11·1
Total for the Orissa Division, 1901-1902	317,359	334,113	651,472	3,487	119	3,606	61,262	3,597	64,859	32,930	2,592	35,522	97,679	6,308	103,987	30·7	1·8	15·9
Orissa Tributary Mahals ...	145,496	146,674	292,170	727	29	756	9,269	496	9,765	6,258	402	6,660	16,254	927	17,181	11·2	·6	5·9
Hazaribagh	85,518	91,176	176,694	627	15	642	5,728	454	6,182	5,122	655	5,777	11,477	1,124	12,601	13·4	1·2	7·1
Ranchi	86,574	91,612	178,186	554	44	578	9,916	872	10,788	7,242	1,044	8,286	17,712	1,960	19,672	20·7	2·1	11·04
Palamau	45,930	4,700	92,939	304	6	310	2,920	193	3,113	3,143	640	3,783	6,367	839	7,206	13·0	1·8	7·9
Manbhum	98,000	97,204	195,204	732	4	736	13,164	744	13,908	3,813	534	4,347	17,709	1,282	18,991	18·9	1·3	9·7
Singhbhum	45,364	46,673	92,037	575	11	586	8,969	468	9,437	3,467	381	3,848	13,011	860	13,871	28·6	1·8	15·0
Total for the Chota Nagpur Division 1901-1902 ...	361,386	373,674	735,060	2,792	80	2,872	40,697	2,731	43,428	22,787	3,254	26,041	66,276	6,065	72,341	18·3	1·7	9·8
GRAND TOTAL FOR THE PROVINCE, 1901-1902 ...	5,752,013*	5,751,887*	11,503,900*	93,714	1,017	94,731	938,586	60,518	999,104	297,598	34,099	331,697	1,329,898	95,634	1,425,532	23·1	1·6	12·3
Grand Total for 1900-1901...	5,753,094	5,747,690	11,500,784	91,736	1,132	92,868	929,628	58,408	988,036	294,253	32,804	327,057	1,315,617	92,344	1,407,961	23·06	1·6	12·3

* Taken at 15 per cent. of the population, male or female, the figures of populations being taken from the last census of 1901.

SUBSIDIARY APPENDIX X.

Statement of attendance and expenditure of Upper Primary Schools for Indian boys for 1901-1902.

Class of School.	Number of schools.	Number of pupils on the rolls on the 31st March 1902.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	5	133	129	82	747	.....	.....	.....	.....	747
„ by District or Municipal Boards.	9	276	253	198	.....	619	384	160	.....	1,163
Aided by Government or by District or Municipal Boards.	4,103	175,405	166,302	131,130	35,462	1,71,781	16,348	2,85,238	71,751	5,80,580
Unaided	182	6,713	6,164	4,665	.....	.....	.....	8,341	(a)11,650	(a)19,991
Total for 1901-1902 ...	4,299	182,527	172,848	136,075	36,209	1,72,400	16,732	2,93,739	83,401	6,02,481
„ for 1900-1901 ...	4,241	175,144	166,204	130,617	36,176	1,63,332	16,355	2,80,482	(b)81,218	(b)5,77,561

(a) Inclusive of Rs. 5,754 from Native State revenues.
(b) Ditto of Rs. 5,185 ditto ditto.

SUBSIDIARY APPENDIX XI.

Statement of attendance and expenditure of Lower Primary schools for Indian boys for 1901-1902.

Class of School.	Number of schools.	Number of pupils on the rolls on the 31st March 1902.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	To
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	3	47	44	39	19	...	...	...	...	19
Ditto by District or Municipal Boards.	8	352	344	273	...	614	321	443	...	1,378
Aided by Government or by District or Municipal Boards.	29,768	816,112	757,278	614,443	78,486	4,09,797	37,853	12,16,118	2,66,959	20,09,213
Unaided	11,832	212,901	190,989	158,108	...	...	...	3,27,002	(a)90,035	(a)4,17,037
Total for 1901-1902 ...	41,611	1,029,412	947,755	772,863	78,505	4,10,411	38,174	15,43,563	3,56,994	24,27,647
Total for 1900-1901 ...	42,003	1,020,595	939,713	763,757	82,910	4,00,811	34,536	14,88,357	(b)3,65,997	(b)23,72,611

(a) Inclusive of Rs. 6,409 from Native State revenues.
(b) Ditto of Rs. 6,253 ditto ditto.

SUBSIDIARY APPENDIX XII.

Results of the first-grade Training Schools for 1901-1902.

Name of School.	First-grade Certificate. Number of candidates.	First-grade Certificate. Number passed. High.	Medium.	Low.	Total.	Second-grade Certificate. Number of candidates.	Number passed. High.	Medium.	Low.	Total.	Third-grade Certificate. Number of candidates.	Number passed. High.	Medium.	Low.	Total.	Total. Number of candidates.	Number passed.	Percentage of success.
Calcutta	9	...	6	2	8	29	...	6	3	9	30	...	11	6	17	68	34	50·0
Hooghly	27	2	18	4	24	33	...	3	10	13	38	1	17	8	26	98	63	64·3
Dacca	18	2	15	1	18	27	...	7	2	9	24	...	10	5	15	69	42	60·8
Chittagong	12	2	8	2	12	18	...	5	1	6	17	...	7	3	10	42	28	66·6
Rangpur	7	1	2	1	4	17	...	3	3	6	20	...	9	4	13	44	23	52·3
Krishnagar C. M. S. (aided)	...	...	...	...	...	9	...	3	1	4	4	...	...	...	...	13	4	0·
Total ...	73	7	49	10	56	128	...	27	20	47	133	1	54	26	81	334	194	58·0
Patna	10	6	3	...	9	20	4	14	...	18	42	3	28	6	37	72	64	88·9
Ranchi	7	5	2	...	7	7	...	5	...	5	7	1	6	...	7	21	19	90·5
Cuttack	13	1	6	5	12	11	...	6	2	8	16	...	6	3	9	40	29	72·5
Total ...	30	12	11	5	28	38	4	25	2	31	65	4	40	9	53	133	112	84·2
Grand Total ...	103	19	60	15	84	166	4	52	22	78	198	5	94	35	134	477(a)	306	64·1
Grand Total for 1900-1901	89	15	41	8	64	151	8	45	30	83	173	6	61	40	101	413(b)	254	61·5

(a) There were 14 private candidates, of whom 4 passed.
(b) There „ 36 „ „ „ 7 „

SUBSIDIARY APPENDIX XIII.

Results of the English Teachership Examination for 1901-1902.

Name of school.	First grade.		Second grade.		Third grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
Calcutta ...	2	2	1	...	4	2	7	4
Dacca ...	3	1	10	2	3	1	16	4
Patna ...	3	2	5	4	3	...	11	6
Cuttack ...	...	...	...	...	1	1	1	1
Total ...	8	5	16	6	11	4	35	15

SUBSIDIARY APPENDIX XIV.

Qualifications of Teachers employed in Middle English and Vernacular and Upper Primary Schools for boys and girls for 1900-1901.

Class of Schools.	Number of schools.	Number of teachers employed.	Holders of certificates.															Number of vacancies which occurred during the year.	Remarks.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. First-grade.	Vernacular Mastership. Second-grade.	Vernacular Mastership. Third-grade.	Guru-training school.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title Examination.	Madrasah Central Examination.	Other examinations.	Holding no certificate.		
Middle English.																			
1. Burdwan	251	1,084	...	...	47	221	194	38	18	15	129	170	17	8	3	3	3	218	126	
2. Presidency	161	675	...	3	39	152	76	25	16	14	90	86	3	3	1	...	...	167	91	
3. Calcutta	12	83	...	1	9	14	16	4	...	1	2	11	...	...	4	...	1	20	6	
4. Rajshahi	25	358	...	1	37	76	74	11	4	2	40	60	7	1	2	...	...	48	35	
5. Dacca	177	722	...	...	30	171	132	31	15	...	70	144	13	10	1	3	...	112	86	
6. Chittagong ...	71	281	...	...	11	57	60	13	...	...	17	73	7	1	...	6	...	34	22	
7. Patna	41	176	...	...	8	33	24	9	4	3	13	32	6	8	...	...	3	33	20	
8. Bhagalpur	32	137	...	...	9	26	24	4	5	...	11	26	7	7	...	...	...	18	18	
9. Orissa	45	194	1	...	3	31	28	7	6	6	34	36	6	3	1	1	2	29	17	
10. Orissa Tributary Mahals.	10	45	...	...	2	8	4	1	...	1	6	10	7	...	...	...	...	6	...	
11. Chota Nagpur ...	38	164	...	1	6	32	22	9	4	3	18	24	9	6	1	...	1	28	13	
Total ...	863	3,918	1	6	201	821	654	142	73	45	430	672	82	47	13	13	10	708	434	
Middle Vernacular.																			
1. Burdwan	155	504	...	...	6	41	136	20	13	11	27	161	9	...	2	...	...	78	44	
2. Presidency	194	606	...	1	7	57	106	39	10	14	42	179	10	4	2	...	...	135	57	
3. Calcutta	14	78	...	1	2	13	9	4	1	...	3	10	9	2	3	...	...	21	3	
4. Rajshahi	114	280	...	...	2	15	91	16	3	...	16	102	7	...	...	...	...	28	37	
5. Dacca	218	671	...	...	4	52	129	29	7	1	23	189	32	2	...	4	1	98	50	
6. Chittagong	114	300	...	...	1	19	68	15	5	...	9	131	12	...	1	1	...	38	16	
7. Patna	51	165	...	...	1	5	68	11	9	4	7	42	5	3	...	...	...	10	17	
8. Bhagalpur ...	53	187	...	...	...	14	47	6	9	5	2	71	12	6	...	...	...	15	7	
9. Orissa	43	126	...	...	...	2	28	5	8	2	7	50	9	1	1	...	2	11	8	
10. Orissa Tributary Mahals.	8	23	...	...	...	1	4	1	...	1	...	11	1	...	1	...	...	3	...	
11. Chota Nagpur ...	30	91	...	...	1	2	26	4	5	1	1	59	5	5	...	...	...	2	12	
Total ...	994	2,931	...	2	24	221	712	150	70	39	137	985	111	23	10	5	3	439	251	
Upper Primary.																			
1. Burdwan	1,024	1,329	...	...	2	14	8	17	22	17	110	622	205	51	...	...	6	255	87	
2. Presidency	563	777	...	...	1	14	8	14	14	46	83	294	84	19	...	2	...	198	34	
3. Calcutta	41	156	...	1	...	9	...	11	1	1	8	30	21	16	2	...	8	48	5	
4. Rajshahi	498	796	...	...	...	7	2	12	8	12	79	342	185	68	1	...	...	80	59	
5. Dacca	873	1,173	...	...	...	12	16	8	15	3	115	572	170	59	..	8	1	194	114	
6. Chittagong	485	677	...	...	...	2	7	8	5	3	31	404	119	26	2	11	...	59	21	
7. Patna	248	467	...	...	...	...	16	16	19	5	15	191	105	55	1	..	1	43	48	
8. Bhagalpur	274	472	...	...	...	...	2	6	13	3	17	227	140	51	...	...	1	12	24	
9. Orissa	266	497	...	...	...	...	9	5	19	42	35	176	117	46	2	...	...	46	35	
10. Orissa Tributary Mahals.	64	95	...	...	...	...	...	2	...	3	8	48	22	1	...	...	...	11	4	
11. Chota Nagpur ...	149	319	...	...	...	...	1	3	6	14	20	94	68	56	...	...	12	45	35	
Total ...	4,485	6,758	...	1	3	58	69	102	122	149	521	3,000	1,236	448	8	21	29	991	516	

SUBSIDIARY APPENDIX XV.

Statement showing the attendance and expenditure of the Institutions teaching Engineering and Surveying for 1901-1902.

Name of institution.	Number of institutions.	Number of pupils on the 31st March 1902.	Average monthly roll number.	Expenditure— From public funds. From Provincial revenues.	From district funds.	From Municipal funds.	Expenditure— From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
Engineering College.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Civil Engineering College, Sibpur	1	294	305	1,26,071	...	...	23,264	...	1,49,335	413 5 6	489 9 11
Government and Aided Survey and Engineering Schools.											
1. Dacca Survey School	1	104	127	12,254	...	...	2,609	1,495	16,358	96 7 9	128 12 10
2. Cuttack ,, ,, ...	1	93	83	4,033	...	...	1,099	...	5132	48 9 5	61 13 3
3. Bihar School of Engineering ...	1	110	102	22,576	...	...	1,606	2,047	26,229	221 5 4	257 2 4
4. Angul Survey School	1	18	15	418	...	...	2	...	420	27 13 10	28 0 0
Total ...	4	325	327	39,281	...	...	5,316	3,542	48,139	120 2 0	147 3 5
Grand Total of Engineering Institutions.	5	619	632	1,65,352	...	...	28,580	3,892	1,97,474	261 10 1	312 7 4
Total for 1900-1901 ..	6	606	682	1,65,575	...	...	31,274	3,813	2,00,662	242 12 5	294 3 7

SUBSIDIARY APPENDIX XVI.

Table showing the institutions teaching Art and Industry during the year 1901-1902.

Name of School.	Number of institutions.	Number of pupils on the rolls on the 31st March 1902.	Average monthly number on the rolls.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost to public funds.	Total cost.
Art and Industry.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art ...	1	228	177	34,528	...	...	4,005	...	38,533	195 1 2	217 11 2
2. Unaided Schools of Art in Calcutta	2	76	73	...	...	...	1,460	2,130	3,590	...	49 2 10
Total ...	3	304	250	34,528	...	...	5,465	2,130	42,123	138 1 9	168 7 10
Government Industrial School.											
1. Ranchi Industrial School	1	56	45	1,531	...	...	...	1,465	2,996	34 0 4	66 9 2
Board Industrial Schools.											
1. Burdwan Technical School ...	1	30	36	...	1,435	240	464	315	2,454	46 8 5	68 2 8
2. Rangpur ,, ,, ...	1	116	...	1,136	2,341	...	1,211	1,107	5,795	29 15 7	49 15 3
3. Boalia D. J. Sericultural School ...	1	12	...	180	1,023	...	...	344	1,547	120 4 0	128 15 0
4. Pabna Technical School ...	1	68	...	776	2,812	...	3,547	1,157	8,292	52 12 0	121 15 0
5. Barisal ,, ,, ...	1	13	6	...	1,243	...	...	248	1,491	207 2 8	248 8 0
6. Elliott Artisan School, Comilla ...	1	46	65	...	4,356	...	518	2,446	7,320	67 0 2	112 10 0
Total ...	6	285	...	2,092	13,210	240	5,740	5,617	26,899	(a)54 8 6	(a)94 6 2
Aided Industrial Schools.											
Burdwan Division	1	30	31	...	1,098	...	53	1,120	2,271	35 6 5	73 4 0
Presidency ,, ...	2	22	27	360	...	144	...	3,373	3,877	18 10 8	143 9 5
Calcutta	2	93	90	300	...	75	90	2,670	3,135	4 2 8	34 12 2
Bhagalpur Division	1	6	10	315	...	...	...	900	1,215	31 8 0	121 8 0
Orissa ,, ...	1	25	22	...	125	...	18	582	725	5 3 7	32 15 3
Chota Nagpur ,, ...	9	171	162	468	550	...	...	1,251	2,269	6 14 6	14 0 1
Total ...	16	347	342	1,443	1,773	219	161	9,896	13,492	10 0 7	39 7 3
Unaided Industrial Schools.											
Presidency	1	43	40	...	...	...	...	888	888	...	22 3 2
Orissa	2	31	29	...	...	...	...	500	500	...	17 3 10
Total ...	3	74	69	...	...	...	...	1,388	1,388	...	20 1 10
Grand Total ...	29	1,066	813	39,594	14,983	459	11,366	20,496	86,898	67 11 1	106 14 2

(a) The average cost has been calculated by dividing the total cost by the roll number, average monthly roll number not being given in many places.

SUBSIDIARY APPENDIX XVII.

Statement of attendance and expenditure of Primary and Secondary Schools for Indian girls.

Class of School.	Number of schools.	Number on the rolls on the 31st March.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial Revenues.	District Funds.	Municipal Funds.	From private funds. Fees.	Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	2	247	234	170	20,275	...	...	3,194	594	24,063
Ditto by District or Municipal Boards.	1	52	45	32	...	...	211	11	...	222
Aided by Government or by District or Municipal Boards.	2,180	49,935	46,558	34,849	61,317	39,759	10,000	27,049	1,71,635	3,09,670
Unaided*	499	8,940	8,181	6,458	...	...	...	713	(a)15,944	(a)16,657
Total for 1901-1902 ...	2,682	59,174	55,018	41,509	81,592	39,759	10,211	30,967	1,88,173	3,50,70
						1,31,562			2,19,140	
Do. for 1900-1901 ...	2,644	57,426	56,714	40,028	85,005	38,046	9,518	34,225	1,67,027	3,33,821
						1,32,569			2,01,252	
					88,458	37,828	9,387	34,011	1,36,976	3,06,651
Total for 1899-1900 ...	...	...	...	...		1,35,664			1,70,987	
Do. for 1898-99 ...	...	...	...	...		1,29,690			2,10,052	3,39,742
Do. for 1897-98 ...	...	...	...	...		1,30,874			2,11,386	3,42,260

* Includes schools in Native States.
(a) Ditto, Rs. 2,022 from the Native States' revenues.

SUBSIDIARY APPENDIX XVIII.

Comparative statement showing the amount of Expenditure incurred on European Education during 1900-1901 and 1901-1902.

	1900-1901. Government Expenditure.	1900-1901. Total Expenditure.	1901-1902. Government Expenditure.	1901-1902. Total Expenditure.
1	2	3	4	5
On Instruction— *Direct Expenditure.*	Rs.	Rs.	Rs.	Rs.
(a) Training College	1,448	1,448	7,890	7,890
(b) Government Schools (Secondary)	28,393	41,237	27,229	38,105
(c) Secondary Schools	(a) 1,20,853	7,27,648	(b) 1,21,935	8,53,009
(d) Primary Schools	11,820	41,267	17,364	51,249
(e) Pupil Teachers	650	.....	400	400
Total ...	1,63,164	8,11,600	1,74,818	9,50,253
Indirect Expenditure.				
Boarding charges	15,947	5,21,849	18,537	5,65,125
Building and furniture	28,166	1,58,121	28,842	1,76,469
Scholarships	6,719	6,719	7,532	7,532
Cadets	7,368	7,542	7,284	7,396
Annual examination	2,257	7,234	1,394	6,380
Superintendence	14,727	14,727	17,000	17,000
Total ...	75,184	7,16,192	80,589	7,73,902
Grand Total ...	2,38,348	15,27,792	2,55,407	17,24,155

(a) The following grants are not included, as they were not paid through this office :—
(1) Rupees 60 for medicine to the Calcutta Free School.
(2) Rupee 7,200 to the European Female Orphan Asylum.
(b) This amount does not include Rs. 129 for the medicine grant to the Calcutta Free School, as the grant is not paid through this office.

SUBSIDIARY APPENDIX XIX.

Table showing the number of Muhammadan pupils in different classes of Institutions during 1900-1901 and 1901-1902.

Class of Institutions.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1900-1901.	1901-1902.	1900-1901.	1901-1902.	1900-1901.	1901-1902.
Public Institutions—						
Arts Colleges	8,199	8,150	513	491	6·2	6·0
Professional Colleges	2,254	2,427	96	93	4·2	3·8
High schools	115,197	123,879	13,293	14,819	11·5	11·9
Middle English schools	70,913	71,632	10,558	10,786	14·8	15·8
,, vernacular schools ...	56,426	55,061	9,814	10,226	17·3	18·5
Upper primary schools	183,602	192,223	43,469	346,764	23·6	27·3
Lower ,, ,, ...	1,068,370	1,077,858	299,336		28·01	
Training schools	1,242	1,269	26	35	2·09	·7
Technical ,, ...	10,867	11,621	598	768	5·5	6·6
Madrasahs	3,061	3,882	3,030	3,857	98·7	99·4
Total ...	1,520,137	1,548,022	380,733	387,839	25·04	25·05
Private Institutions—						
Advanced	26,264	26,654	13,319	14,589	50·7	55·7
Elementary	33,366	36,055	7,653	6,767	22·9	18·
Teaching the Koran only	56,191	53,099	56,173	53,079	99·9	99·9
Other schools not conforming to departmental.	2,370	3,831	314	400	13·2	10·4
Total ...	118,191	119,639	77,459	74,835	65·5	62·5
Grand Total ...	1,638,328	1,667,661	458,192	462,674	27·9	72·7

GENERAL STATISTICS.

GENERAL STATISTICS.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the year 1901-1902.

AREA AND POPULATION.			Institutions and scholars.	PUBLIC INSTITUTIONS FOR—					
				Collegiate education.		School education, general.		Special school education.	
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7	8	9	10
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns, including Municipalities 186 Villages 215,321 Total 215,467	Males ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668* Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institutions. For males ...	41	21	2,451	45,922	23	601
			Institutions. For females ...	3	...	59	2,664	9	...
			Institutions. Total ...	44	21	2,510	48,586	32	601
			Scholars. Males ...	8,095	2,405	245,132	1,175,933	753	15,382
			Scholars. Females ...	55	22	5,460	94,148	516	121
			Scholars. Total ...	8,150	2,427	250,592	1,270,081	1,269	15,503

AREA AND POPULATION.			Institutions and scholars.	Total of public institutions.	PRIVATE INSTITUTIONS.		Grand Total.	Percentage of—
					Advanced.	Elementary.		
Total area in square miles.	Number of towns and villages.	Population.		11	12	13	14	15
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns including Municipalities 186 Villages ... 215,321 Total ... 215,467	Males ... ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668 Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institution. For males ...	49,058	2,302 | 7,443 9,745		58,803	Institutions to number of towns and villages. 27·3
			Institution. For females ...	2,736	... | 253 9,998		2,989	1·3
			Institution. Total ...	51,794	2,302 | 7,696		61,792	28·6
			Scholars. Males ...	1,447,700	26,480 | 86,016 112,496		1,560,196	Male scholars to male population of school-going age. 27·1
			Scholars. Females ...	100,322	174 | 6,969 7,143		107,465	Female scholars to female population of school-going age. 1·8
			Scholars. Total ...	1,548,022	26,654 | 92,985 119,639		1,667,661	Total scholars to total population of school-going age. 14·5

N.B.—1. A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
2. The population of school-going age is taken at 15 per cent. of the whole population.
* Including 1,947,802 of the Orissa Tributary Mahals.

EDUCATION—

Abstract Return of Expenditure on Public Instruction in the Lower

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For males ...	8,03,094	3,77,777	37,96,238	30,56,309	90,282	4,70,096	85,93,796
„ females ...	19,475	7,890	4,68,839	2,75,930	45,149	...	8,17,283
Total ...	8,22,569	3,85,667	42,65,077	33,32,239	1,35,431	4,70,096	94,11,079
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	8·9	12·6	20·6	7·1	3·6	9·3	62·1
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	...	...	17·4	48·91	·03	1·7	68·04
(*c*) Percentage of municipal fund expenditure, included in columns 2—17, to total municipal fund expenditure on public instruction ...	·6	...	17·8	64·8	...	3·9	87·1
(*d*) Percentage of total expenditure, included in columns 2—17, to total expenditure on public instruction ...	6·7	3·2	34·8	27·2	1·1	3·9	76·9
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions ... Cost to provincial revenues	91 0 4	252 4 11	13 9 3	4 6 10	143 14 1	60 4 6	42 4 3
Cost to district and municipal funds...	...	...	0 0 8	...	0 11 6	...	0 0 8
Total cost from all sources ...	185 5 8	309 7 6	34 8 4	4 6 10	145 2 4	76 8 6	70 13 6
Municipal and District Board institutions ... Cost to provincial revenues	14 10 9	...	0 2 3	...	...	6 13 8	0 5 8
Cost to district and municipal funds ...	9 10 2	...	4 6 6	3 5 6	...	44 1 6	13 5 10
Total cost from all sources	92 1 3	64 9 10	11 8 5	4 4 10	...	88 3 1	14 3 11
Aided institutions ... Cost to provincial revenues	13 9 1	...	2 2 11	0 2 10	21 15 0	14 4	0 7 6
Cost to district and municipal funds...	...	...	1 6 10	0 11 3	...	2 4 9	0 12 8
Total cost from all sources ...	110 7 1	...	16 12 7	2 15 5	83 4 10	18 14 7	4 13 9
Unaided institutions—Total cost from all sources.	51 2 8	5 8 8	17 4 1	2 9 8	160 0 0	13 10 3	7 6 6
Total cost to provincial revenues ...	25 13 8	121 3 11	2 1 10	0 2 4	73 0 2	5 7 2	1 0 11
„ „ municipal and district funds.	0 1 1	...	1 0 0	0 9 4	0 4 10	1 11 3	0 10 6
Total cost from all sources ...	96 15 5	130 5 9	17 13 9	2 13 4	110 4 6	32 12 9	6 8 6

General Table II.

Provinces of Bengal for the official year 1901-1902.

General Table IV.)

Total indirect expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
University.	Direction.	Inspection.	Scholarship.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,06,298	78,020	6,59,030	2,25,763	5,62,190	1,04,267	10,03,828	28,39,396	1,22,50,475	
2,06,298	78,020	6,59,030	2,25,763	5,62,190	1,04,267	10,03,828	28,39,396	1,22,50,475	
...	3·2	14·1	6·9	8·8	1·7	3·2	37·9	100·	
...	...	23·82	2·4	·37	·37	5·0	31·96	100·	
...	...	3·6	·5	3·8	·6	4·4	12·9	100·	
1·7	·6	5·4	1·8	4·6	·8	8·2	23·1	100·	

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

EDUCATION—GEN

Return of Colleges, Schools and Scholars in the Lower

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS— UNDER PUBLIC MANAGEMENT. Managed by Government. Number of institutions.	Managed by Government. Number of scholars on the rolls on 31st March.	Managed by Government. Average number on the rolls monthly during the year.	Managed by Government. Average daily attendance.	Managed by District or Municipal Boards. Number of institutions.	Managed by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Managed by District or Municipal Boards. Average number on the rolls monthly during the year.	Managed by District or Municipal Boards. Average daily attendance.	Maintained by Native States. Number of institutions.	Maintained by Native States. Number of scholars on the rolls on 31st March.	Maintained by Native States. Average number on the rolls monthly during the year.	Maintained by Native States. Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
COLLEGIATE EDUCATION. English	11	1,885	2,140	1,827	1	52	61	47	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.												
Law	7	228	228	149	1	10	13	9	...	...	...	...
Medicine	1	595	661	633	...	...	...	...	...	...	...	...
Engineering	1	294	305	245	...	...	...	...	...	...	...	...
Teaching	1	16	16	16	...	...	...	...	...	...	...	...
Agriculture	1	12	13	9	...	...	...	...	...	...	...	...
Total	22	3,030	3,363	2,879	2	62	74	56	...	...	...	...
SECONDARY SCHOOLS.												
SCHOOL EDUCATION—GENERAL. *For Boys—*												
High schools ... English	49	14,851	13,978	11,573	5	2,212	2,017	1,651	2	313	291	212
Middle ... English	5	652	635	536	30	2,537	2,332	1,865	13	918	893	539
Middle ... Vernacular	19	1,431	1,392	1,057	149	8,313	7,892	6,364	9	457	421	276
For Girls—												
High schools ... English	2	247	234	170	...	...	...	...	...	...	...	...
Middle ... English	1	78	78	76	...	...	...	...	...	...	...	...
Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls	76	17,069	16,317	13,412	184	13,062	12,241	9,880	24	1,688	1,605	1,027
PRIMARY SCHOOLS.												
For boys ... Upper Primary	5	133	129	82	9	276	253	198	66	2,402	2,192	1,462
For boys ... Lower "	3	47	44	39	8	352	344	273	806	10,096	9,079	7,559
Total Primary Schools for Boys	8	180	173	121	17	628	597	471	872	12,498	11,271	9,021
For girls ... Upper Primary	...	...	...	...	1	52	45	32	3	117	119	64
For girls ... Lower "	...	...	...	...	...	...	...	...	9	186	177	122
Total Primary Schools for Girls	...	...	...	...	1	52	45	32	12	303	296	186
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	8	180	173	121	18	680	642	503	884	12,801	11,567	9,207
TRAINING INSTITUTIONS.												
SCHOOL EDUCATION, SPECIAL. 2. For teachers in native schools—												
(1) For secondary school teachers—												
English	4	27	32	25	...	...	...	...	...	...	...	...
Vernacular	8	460	439	294	...	...	...	...	...	...	...	...
(2) For primary school teachers	4	55	46	42	...	...	...	...	...	...	...	...
3. For mistresses in native schools—												
(1) For primary school teachers	...	...	...	...	...	...	...	...	...	...	...	...
Total for Training Institutions	16	542	517	461	...	...	...	...	...	...	...	...
INDUSTRIAL AND TECHNICAL SCHOOLS.												
TECHNICAL EDUCATION. Schools of Art	1	228	177	170	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	705	737	678	...	...	...	...	...	...	...	...
Engineering or Surveying schools	3	307	312	287	...	...	...	...	...	...	...	...
Industrial schools	1	50	45	43	6	285	305	236	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Total Technical and Industrial Schools	9	1,290	1,271	1,178	6	285	305	236	...	...	...	...
Madrasahs	6	1,628	1,593	1,178	...	...	...	...	...	...	...	...
Other schools	3	459	462	444	...	...	...	...	10	129	116	68
TOTAL SCHOOLS OF PUBLIC INSTRUCTION	140	24,198	23,696	19,673	210	14,089	13,262	10,675	918	14,618	13,288	10,302

PRIVATE INSTITUTIONS ...

1. ADVANCED, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
2. ELEMENTARY, teaching a Vernacular only or mainly ... ...
3. ELEMENTARY, teaching the Koran ... ...
4. OTHER SCHOOLS not conforming to Departmental Standards ...

* It does not include the statistics of the new college at Mymensingh

ERAL TABLE III.

Provinces of Bengal for the official year 1901-1902.

UNDER PRIVATE MANAGEMENT.								Grand total of public institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—						REMARKS.
Aided by Government or by District or Municipal Boards.				Unaided.						English.		A classical language.		A vernacular language.		
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
14	15	16	17	18	19	20	21	22	23	24		25		26		27
7	1,672	1,668	1,511	25	4,541	4,614	3,847	*44	8,150	8,081	55	6,257	8	17	...	
...	...	...	...	9	1,272	1,144	653	17	1,510	1,510	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	595	582	13	...	...	...	...	
...	...	...	...	...	...	...	...	1	294	294	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	16	7	9	...	...	...	...	
...	...	...	...	...	...	...	...	1	12	12	...	...	...	...	...	
7	1,672	1,668	1,511	34	5,813	5,758	4,500	65	10,577	10,486	77	6,257	8	17	...	
226	44,177	43,733	33,201	253	60,918	57,492	45,283	535	122,271	117,823	...	58,248	...	72,279	13	
653	48,514	46,105	37,187	245	16,746	15,913	12,262	946	69,377	45,974	136	649	11	66,374	179	
698	37,487	35,582	28,035	95	5,656	5,633	4,298	970	53,344	11,561	2	52	...	52,917	344	
10	1,263	1,248	1,103	1	118	108	91	13	1,628	208	1,297	29	481	13	502	
18	1,903	1,854	1,642	3	274	266	231	22	2,255	409	1,846	110	560	...	...	
22	1,609	1,587	1,236	2	108	98	87	24	1,717	31	269	...	...	190	1,526	
1,627	134,953	129,109	102,404	599	83,820	79,508	62,252	2,510	250,592	176,006	3,550	59,088	1,052	191,773	2,564	
4,112	175,753	166,605	131,378	118	4,349	4,011	3,228	4,310	182,913	1,245	160	1,462	35	178,450	3,933	
29,769	816,143	757,308	614,468	11,026	202,805	181,010	150,549	41,612	1,029,443	267	13	39,909	2,063	971,406	33,838	
33,881	991,896	923,913	745,846	11,144	207,154	185,021	153,777	45,922	1,212,356	1,512	173	41,371	2,098	1,149,856	37,771	
189	8,935	8,229	6,140	4	206	159	118	197	9,310	293	878	...	55	252	8,246	
1,976	39,902	37,203	27,853	482	8,327	7,631	6,039	2,467	48,415	14	81	1	1,675	1,457	46,537	
2,165	48,837	45,432	33,993	486	8,533	7,790	6,187	2,664	57,725	307	959	1	1,730	1,709	54,783	
36,046	1,040,733	969,345	779,839	11,630	215,687	192,811	159,964	48,586	1,270,081	1,819	1,132	41,372	3,828	1,151,565	92,554	
...	...	...	...	...	...	...	...	4	27	27	...	...	...	...	...	
1	28	20	18	...	...	...	...	9	488	21	...	387	...	488	...	
5	207	209	180	1	4	4	4	10	266	...	...	...	...	222	44	
8	477	468	424	1	11	11	10	9	488	16	248	...	...	16	453	
14	712	696	622	2	15	15	14	32	1,269	64	248	387	...	726	497	
...	...	...	...	2	76	73	61	3	304	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5	611	566	355	9	1,316	155	5	...	...	475	19	
1	18	15	7	...	...	...	...	4	325	160	...	...	...	165	...	
16	347	342	262	3	74	69	46	26	756	150	...	...	...	541	...	
...	...	...	...	4	285	230	168	4	285	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
17	365	357	269	14	1,046	938	630	46	2,986	465	5	...	...	1,181	19	
10	680	677	495	20	1,574	1,536	1,207	36	3,832	1,373	...	3,454	...	1,090	...	
247	4,457	4,076	3,396	259	3,590	3,422	2,822	519	8,635	98	40	7,152	4	1,159	46	
37,968	1,183,572	1,105,928	888,446	12,558	311,545	283,988	231,389	51,794	1,548,022	190,311	5,052	117,710	4,892	1,347,511	95,680	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
								1,142	16,737	15	...	16,315	173	383	1	
								1,160	9,917	...	...	9,917	...	28	...	
							For boys ...	3,856	35,876	764	...	1,101	56	34,945	442	
							„ girls ...	13	179	...	...	...	...	...	179	
							For boys ...	3,439	51,308	...	...	46,939	4,242	663	39	
							„ girls ...	228	1,791	...	...	281	1,510	12	23	
							For boys ...	148	3,326	1,236	2	228	...	2,860	46	
							„ girls ...	12	625	...	...	...	...	102	523	
							Total ...	9,998	119,639	2,315	2	74,781	5,981	38,993	1,253	
							GRAND TOTAL FOR 1901-1902 ...	61,792	1,667,661	192,626	5,054	192,491	10,873	1,386,504	96,933	

which were received too late for inclusion in the Returns.

GENERAL TABLE IIIA.

Number of Scholars attending Colleges and Schools in the Lower Provinces of Bengal on the 31st March 1902, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahman.	Non-Brahman.				
Collegiate Education.									
Arts Colleges.									
English	Male	45	57	2,400	5,079	491	6	2	15
	Female	19	15	1	20	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law	Male	7	9	463	947	80	2	2	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	88	3	11	370	8	...	...	...
	Female	11	2	...	...	...	...	...	...
Engineering	Male	37	...	76	173	5	...	1	2
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	4	3	...	...	...	...
	Female	...	9	...	...	...	...	...	...
Agriculture	Male	...	...	5	7	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	207	95	3,062	6,599	584	8	5	17
School Education—General.									
Secondary Schools.									
For Boys—									
High Schools	Male	1,862	1,037	32,772	71,359	14,813	233	41	141
	Female	...	...	3	9	1	...	...	...
Middle Schools—									
English	Male	1,404	766	13,817	41,866	10,773	79	7	356
	Female	116	18	32	124	12	...	7	...
Vernacular	Male	...	123	8,933	33,065	10,207	263	...	408
	Female	...	21	70	241	11	2	...	...
For Girls—									
High Schools	Male	155	6	16	1	1	1	6	2
	Female	869	159	177	240	4	...	6	25
Middle Schools—									
English	Male	395	7	...	1	1	...	4	1
	Female	1,807	11	3	1	...	...	17	7
Vernacular	Male	...	62	24	86	...	...	...	18
	Female	...	611	210	630	8	...	...	68
	Total	6,548	2,821	56,057	147,623	35,851	578	88	1,046
Primary Schools.									
For Boys	Male	228	7,181	91,860	713,769	332,459	3,198	4	25,235
	Female	164	1,075	4,451	24,094	7,983	113	5	539
For Girls	Male	271	272	263	955	158	2	...	80
	Female	541	3,482	8,834	35,866	6,164	102	...	735
	Total	1,202	12,010	105,408	774,684	346,764	3,415	9	26,589
Training Institutions.									
For Masters in Native Schools.									
(1) For Secondary School Teachers—									
English	Male	...	...	7	17	3	...	...	...
	Female	...	...	...	...	...	...	...	...
Vernacular	Male	...	31	160	262	31	1	...	3
	Female	...	...	...	...	...	...	...	...
(2) For Primary School Teachers	Male	...	91	27	35	1	...	...	68
	Female	...	44	...	...	...	...	...	...
For Mistresses in Native Schools—									
(1) For Primary School Teachers.	Male	...	16	...	1	...	...	...	...
	Female	...	469	2	...	...	...	...	...
	Total	...	651	196	315	35	1	...	71
School Education—Technical.									
Technical and Industrial Schools.									
Schools of Art	Male	4	4	15	269	10	2	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	17	327	752	171	6	...	...
	Female	1	30	4	8	...	...	...	...
Engineering and Surveying Schools.	Male	1	...	58	208	58	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	165	64	399	106	4	...	18
	Female	...	...	...	...	...	...	...	...
Commercial Schools	Male	38	7	76	122	10	4	2	...
	Female	26	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	70	223	544	1,758	355	16	2	18
Madrasahs	Male	...	...	1	24	3,857	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	2	80	7,082	999	413	1	...	6
	Female	...	43	)	8	...	...	...	...
Total of Colleges and Schools of Public Instruction		8,029	15,923	172,351	932,010	387,839	4,019	104	27,747

GENERAL TABLE IIIA—*concluded.*

Number of Scholars attending Colleges and Schools in the Lower Provinces of Bengal on the 31st March 1902, classified according to sex, race, or creed—concld.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhist.	Parsis.	Others.
				Brahman.	Non-Brahman.				
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(a) Arabic or Persian	Male	...	...	92	2,055	14,416	...	...	...
	Female	...	...	...	1	173	...	...	...
(b) Sanskrit	Male	...	...	9,548	369	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly—									
For Boys	Male	...	...	50	3,075	6,599	...	...	169
	Female	...	...	6	57	296	...	...	9
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	17	90	72	...	...
3. Elementary Teaching—The Koran only—									
For Boys	Male	...	...	...	20	47,042	...	...	...
	Female	...	...	...	...	4,246	...	...	...
For Girls	Male	...	...	...	...	281	...	...	...
	Female	...	...	...	...	1,510	...	...	...
4. Other schools not conforming to Departmental Standard.									
For Boys	Male	...	311	444	1,637	325	429	...	14
	Female	...	...	5	31	...	10	...	...
For Girls	Male	...	102	...	...	...	...	...	...
	Female	...	209	54	185	75	...	...	...
Total of Private Institutions		...	678	13,292	30,203	74,835	439	...	192
GRAND TOTAL		8,029	16,601	185,643	962,213	462,674	4,458	104	27,939

B.—EDUCATION—GEN

Return of Expenditure on Public Instruction in the Lower

PUBLIC

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																			
Arts Colleges.																			
English	1,94,785	...	...	1,89,569	...	12,292	3,96,646	895	...	588	2,285	...	1,849	5,617	...	...	..	...	...
Colleges for Professional Training.																			
Law	...	...	...	9,241	...	...	9,241	...	...	...	840	...	...	840	...	...	...	...	...
Medicine	1,63,221	...	...	37,135	...	...	2,00,356	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,26,071	...	...	23,264	...	...	1,49,335	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	7,890	...	...	...	...	...	7,890	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	11,390	...	...	274	...	...	11,664	...	...	...	...	...	...	..	...	...	...	...	...
Total for Professional Colleges ...	3,08,572	...	...	69,914	...	...	3,78,486	...	...	...	840	...	...	840	...	...	...	...	...
Total for Colleges ...	5,03,357	...	...	2,59,483	...	12,292	7,75,132	895	...	588	3,125	...	1,849	6,457	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																			
Secondary Schools.																			
For Boys—																			
High schools ... English	1,63,428	...	...	3,10,737	3,345	4,680	4,82,190	1,754	4,358	1,206	38,176	1,170	1,581	48,245	6,653	...	...	237	2
Middle „ ... „	21,396	...	...	10,687	...	...	32,083	...	7,595	1,742	11,099	3,402	318	24,156	10,471	...	...	17	...
Middle „ ... Vernacular	6,102	...	708	3,513	182	37	10,542	...	38,690	362	24,704	4,598	376	68,730	3,007	...	...	63	19
For Girls—																			
High schools ... English	20,275	...	...	3,194	501	93	24,063	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... „	10,395	...	...	4,052	...	...	14,447	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	2,21,596	...	708	3,32,183	4,028	4,810	5,63,325	1,754	50,643	3,310	73,979	9,170	2,275	1,41,131	20,131	...	...	317	140
Primary Schools.																			
For Boys—																			
Upper primary	747	...	...	...	...	...	747	...	619	384	160	...	...	1,163	5,754	...	...	1,189	1,318
Lower „	19	...	...	...	...	...	19	...	614	321	443	...	...	1,378	6,409	...	...	30,513	160
For Girls—																			
Upper primary	...	...	...	...	...	...	...	...	...	211	11	...	...	222	819	...	...	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,203	...	...	24	11
Total Primary Schools ...	766	...	...	...	...	...	766	...	1,233	916	614	...	...	2,763	14,185	...	...	31,726	1,489
TRAINING INSTITUTIONS.																			
English for secondary schools	5,902	...	...	24	...	...	5,926	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular ditto	64,868	...	...	181	...	78	64,927	...	...	...	...	...	...	...	...	...	...	...	...
For Primary School teachers	3,817	373	...	8	...	...	4,198	...	...	...	...	...	...	...	...	...	...	...	...
For Training Schools for Mistresses for Primary Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Training Institutions ...	74,387	373	...	213	..	78	75,051	...	...	...	...	...	...	...	...	...	...	...	...
TECHNICAL AND INDUSTRIAL SCHOOLS.																			
Schools of Art	34,528	...	...	4,005	...	...	38,533	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	49,008	...	...	13,327	670	1,754	64,759	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	38,863	...	...	5,314	...	3,542	47,719	...	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	1,531	...	...	...	...	1,465	2,996	2,092	13,210	240	5,740	709	4,908	26,899	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Technical and Industrial Schools ...	1,23,930	...	...	22,646	670	6,761	1,54,007	2,092	13,210	240	5,740	709	4,908	26,899	...	...	...	...	...
Madrasahs	28,338	...	..	18,583	3,061	9,472	59,454	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	49,228	...	...	...	...	1,871	51,099	...	...	...	...	...	...	...	1,639	...	...	...	...
Total of Direct Expenditure ...	10,01,602	373	708	6,33,108	7,759	35,284	16,78,834	4,741	65,086	5,054	83,458	9,879	9,032	1,77,250	35,955	...	...	32,043	1,629

ERAL TABLE IV.

Provinces of Bengal for the official year 1901-1902.

INSTITUTIONS—													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	22,650	...	...	70,228	18,564	72,778	1,84,220	1,50,446	594	85,046	2,36,086	2,18,330	...	588	4,12,528	1,91,123	...	...	8,22,569
...	...	...	...	...	...	...	...	...	5,740	...	601	6,341	...	...	...	15,821	601	...	...	16,422
...	...	...	...	...	...	...	...	...	...	...	...	...	1,63,221	...	...	37,135	...	...	...	2,00,356
...	...	...	...	...	...	...	...	...	...	...	...	...	1,26,071	...	...	23,264	...	...	...	1,49,335
...	...	...	...	...	...	...	...	...	...	...	...	...	7,890	...	...	...	...	...	...	7,890
...	...	...	...	...	...	...	...	...	...	...	...	...	11,390	...	...	274	...	...	...	11,664
...	...	...	...	...	...	...	...	...	5,740	...	601	6,341	3,08,572	...	...	76,494	601	...	...	3,85,667
...	...	22,650	...	...	70,228	18,564	72,778	1,84,220	1,56,186	594	85,647	2,42,427	5,26,902	...	588	4,89,022	1,91,724	...	...	12,08,236
...	6,910	1,09,029	5,397	5,193	5,78,311	83,530	62,810	8,44,270	7,51,694	1,65,799	2,70,224	11,87,717	2,74,211	9,755	6,399	16,79,155	5,93,159	6,653	...	25,69,332
...	10,488	53,597	1,10,865	3,918	2,51,952	1,50,564	61,164	6,32,060	55,494	53,295	18,510	1,27,299	74,993	1,18,460	5,660	3,29,249	2,86,829	10,895	...	8,26,086
5	3,195	39,432	54,536	2,865	1,26,498	57,861	6,354	2,87,546	13,126	12,284	5,397	30,807	45,534	93,226	3,935	1,67,904	87,104	3,117	...	4,00,820
...	...	32,368	...	483	69,299	7,649	36,984	1,46,783	3,981	...	6,281	10,262	52,643	...	483	76,474	51,508	...	...	1,81,108
...	...	39,203	...	...	40,138	17,824	1,17,263	2,14,428	5,120	6,792	2,484	14,396	49,598	...	...	49,310	1,44,363	...	...	2,43,271
...	...	8,586	185	988	3,306	28,644	1,130	42,839	...	1,020	601	1,621	8,586	185	988	3,306	31,219	176	...	44,460
5	20,593	2,82,215	1,70,983	13,447	10,69,504	3,46,072	2,85,705	21,67,926	8,29,415	2,39,190	3,03,497	13,72,102	5,05,565	2,21,626	17,465	23,05,398	11,94,182	20,841	...	42,65,077
183	8,444	40,710	1,71,781	16,348	2,92,872	55,666	23,224	6,00,601	7,872	4,955	1,553	14,380	41,457	1,72,400	16,732	3,02,093	86,388	6,265	...	6,25,335
601	37,683	79,011	4,09,797	37,853	12,17,522	1,26,338	1,42,019	20,12,540	2,96,489	38,831	44,034	3,79,354	79,030	4,10,411	68,174	15,44,967	3,50,932	7,460	...	24,30,974
...	819	33,364	3,439	3,731	12,793	50,998	18,013	1,22,338	...	682	637	1,319	33,364	3,439	3,942	12,804	70,330	819	...	1,24,698
2	1,240	21,488	36,135	4,798	7,352	50,734	17,200	1,37,707	689	5,529	6,067	12,285	21,488	36,135	4,798	8,065	79,543	1,203	...	1,51,282
786	48,186	1,74,573	6,21,152	62,730	15,30,539	2,83,736	2,00,456	28,73,186	3,05,050	49,997	52,291	4,07,338	1,75,339	6,22,385	63,646	18,67,929	5,87,193	15,747	...	33,32,239
...	...	...	...	...	...	...	...	...	...	...	...	...	5,902	...	...	24	...	...	...	5,926
...	...	1,050	...	...	...	4,846	...	5,896	...	...	...	...	65,718	...	...	181	4,924	...	...	70,823
...	...	2,552	...	...	...	4,291	1,292	8,135	...	1,200	...	1,200	6,369	373	...	8	6,783	...	...	13,533
...	...	11,670	...	...	4,152	17,410	10,717	43,949	...	1,200	...	1,200	11,670	...	...	4,152	29,327	...	...	45,149
...	...	15,272	...	...	4,152	26,547	12,009	57,980	...	2,400	...	2,400	89,659	373	...	4,365	41,034	...	...	1,35,413
...	...	...	...	...	...	...	...	...	1,460	2,090	40	3,590	24,528	...	...	5,465	2,130	...	...	42,123
...	...	...	...	...	...	...	...	...	6,611	3,198	10,000	19,809	49,008	...	...	19,938	15,622	...	...	84,568
...	...	418	...	...	2	...	...	420	...	...	...	...	39,281	...	...	5,316	3,542	...	...	48,139
...	...	1,443	1,773	219	161	5,079	4,817	13,492	...	1,076	312	1,388	5,066	14,983	459	5,901	18,366	...	...	44,775
...	...	...	...	...	...	...	...	...	11,950	...	...	11,950	...	...	...	11,950	...	...	...	11,950
...	...	1,861	1,773	219	163	5,079	4,817	13,912	20,021	6,364	10,352	36,737	1,27,883	14,983	459	48,570	39,660	...	...	2,31,555
...	390	1,355	150	2,620	560	276	5,351	3,003	8,162	8,607	19,772	28,728	1,355	150	24,206	30,138	...	...	84,577
4	1,643	22,792	4,994	3,258	1,265	18,480	26,504	77,294	755	4,580	18,593	23,928	72,021	4,994	3,258	2,020	67,935	3,736	...	1,53,964
795	70,422	5,19,754	8,00,257	79,804	26,78,471	6,99,038	6,02,545	53,79,869	13,14,430	3,11,287	4,78,987	21,04,704	15,26,097	8,65,716	85,566	47,41,510	21,51,866	40,324	...	94,11,079

B.—EDUCATION—GEN

Return of Expenditure on Public Instruction in the Lower

PUBLIC

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.	Municipal Funds raised in Native State.	Fees.	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INDIRECT EXPENDITURE.																			
Buildings (see note VII)	1,69,761	861	45	...	13,822	14,040	1,98,529	...	1,752	810	1,031	3,934	1,770	9,297	4,044	...	...	...	441
Furniture and apparatus (special grants only)	37,208	...	...	...	...	333	37,541	...	2,123	40	185	25	36	2,409	602	...	...	...	...
Total ...	2,06,969	861	45	...	13,822	14,373	2,36,070	...	3,875	850	1,216	3,959	1,806	11,706	4,646	...	...	...	441
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges and Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges (including Industrial and Technical Schools)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarship ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																			
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Miscellaneous charge ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	2,06,969	861	45	...	13,822	14,373	2,36,070	...	3,875	850	1,216	3,959	1,806	11,706	4,646	...	...	...	441
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1901-1902 ...	12,08,571	1,234	753	6,33,108	21,581	49,657	19,14,904	4,741	68,961	5,904	34,674	13,888	10,838	1,88,956	40,601	...	...	32,043	2,070

(*a*) Includes Rs. 3,515 paid from provincial revenues to unaided school buildings shown in column 32.
(*b*) ,, ,, 78 paid from municipal funds to unaided schools.
(*c*) ,, ,, 7 paid to school under private management.
(*d*) ,, ,, 4 given to an unaided school from municipal funds.

ERAL TABLE IV—*concluded.*

Provinces of Bengal for the official year 1901-1902—concluded.

INSTITUTIONS—													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39*a*	40
...	4,485	42,627	2,075	2,744	19,855	75,768	1,23,770	2,66,839	...	7,824	75,216	83,040*	(*a*) 2,15,903	4,688	(*b*) 3,677	20,886	3,12,985	(*c*) 4,051	...	5,62,190
66	668	4,676	2,558	587	7,230	2,201	22,164	39,416	893	5,254	18,086	24,233	41,884	4,681	(*d*) 631	8,308	48,146	617	...	1,04,267
66	5,153	47,303	4,633	3,331	27,085	77,969	1,45,934	3,06,255	893	13,078	93,302	1,07,273	2,57,787	9,369	4,308	29,194	3,61,131	4,668	...	6,66,457
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,06,298*	...	...	...	2,06,298
...	...	...	...	...	...	...	...	...	...	...	...	...	78,020	...	...	...	...	...	...	78,020
...	...	...	...	...	...	...	...	...	...	...	...	...	3,48,150	3,02,992	3,482	...	204	4,202	...	6,59,030
...	...	...	...	...	...	...	...	...	...	...	...	...	4,26,170	3,02,992	3,482	2,06,298	204	4,202	...	9,43,348
...	...	...	...	...	...	...	...	...	...	...	...	...	87,315	...	...	...	15,928	...	...	1,03,243†
...	...	...	...	...	...	...	...	...	...	...	...	...	4,991	675	60	...	5,108	614	...	(*e*) 11,448
...	...	...	...	...	...	...	...	...	...	...	...	...	3,297	5,026	204	...	238	356	...	9,121
...	...	...	...	...	...	...	...	...	...	...	...	...	66,001	12,864	188	...	2,166	1,661	...	82,880
...	...	...	...	...	...	...	...	...	...	...	...	...	2,415	11,921	...	...	94	575	...	15,005
...	...	...	...	...	...	...	...	...	...	...	...	...	1,516	53	...	...	2,413	84	...	4,066
...	...	...	...	...	...	...	...	...	...	...	...	...	1,65,535	30,539	452	...	25,947	3,290	...	2,25,763
...	...	...	...	...	...	...	...	...	...	...	...	...	39,542	874	...	6,10,127	2,17,176	160	...	8,67,879
...	...	...	...	...	...	...	...	...	...	...	...	...	7,099	15,064	1,106	1,804	93	217	...	25,383
...	...	...	...	...	...	...	...	...	...	...	...	...	4,278	16,100	12	24,257	78	171	...	44,896
...	...	...	...	...	...	...	...	...	...	...	...	...	25	130	432	...	170	...	...	757
...	...	...	...	...	...	...	...	...	...	...	...	...	35	246	292	36	48	86	...	743
...	...	...	...	...	...	...	...	...	...	...	...	...	752	54	668	210	240	60	...	1,984
...	...	...	...	...	...	...	...	...	...	...	...	...	27,197	31,207	1,836	...	1,903	43	...	62,186
...	...	...	...	...	...	...	...	...	...	...	...	...	78,928	63,675	4,346	6,36,434	2,19,708	737	...	10,03,828
66	5,153	47,303	4,633	3,331	27,085	77,969	1,45,934	3,06,255	893	13,078	93,302	1,07,273	9,28,420	4,06,575	12,588	8,71,926	6,06,990	12,897	...	28,39,396
861	75,575	5,67,057	8,04,890	83,135	27,05,556	7,77,007	7,48,479	56,86,124	13,15,323	3,24,365	5,72,289	22,11,977	24,54,517	12,72,291	98,154	56,13,436	27,58,856	53,221	...	1,22,50,475

(*e*) Excludes Burma Government Scholarships Rs. 3,452, Assam Scholarship Rs. 420, Central Provinces Scholarship Rs. 610.
* University saved Rs. 31,707.
† This excludes Rs. 11,280 (Assam and Nagpur Scholarships).

B.—EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR BOYS. *(English and Vernacular).*								
Government ... ... English	54	15,313	6,110	...	6,110	4,404	...	4,404
Government ... ... Vernacular	19	1,431	...	...	...	194	...	194
District Fund ... ... English	28	3,376	609	...	609	834	...	834
District Fund ... ... Vernacular	148	8,262	...	...	...	1,100	...	1,100
Municipal ... ... English	7	1,373	261	...	261	324	...	324
Municipal ... ... Vernacular	1	51	...	...	...	24	...	24
Native States ... ... English	15	1,231	105	...	105	170	...	170
Native States ... ... Vernacular	9	457	...	...	...	82	...	82
Aided ... ... English	879	92,691	11,514	...	11,514	20,479	30	20,509
Aided ... ... Vernacular	698	37,487	...	...	...	4,600	3	4,603
Unaided ... ... English	498	77,664	16,529	...	16,529	19,560	1	19,561
Unaided ... ... Vernacular	95	5,656	...	...	...	673	...	673
Total ...	2,451	244,992	35,128	...	35,128	52,444	34	52,478
SECONDARY SCHOOLS FOR GIRLS. *(English and Vernacular).*								
Government ... ... English	3	325	...	38	38	...	82	82
Aided ... ... English	28	3,166	6	176	182	36	613	649
Aided ... ... Vernacular	22	1,609	...	...	...	7	59	66
Unaided ... ... English	4	392	...	16	16	2	40	42
Unaided ... ... Vernacular	2	108	...	...	...	...	43	43
Total ...	59	5,600	6	230	236	45	837	882
Total Secondary Schools for boys and girls ...	2,510	250,592	35,134	230	35,364	52,489	871	53,360
Primary Schools for Boys.								
Government	8	180	...	...	...	...	...	...
District Fund	9	256	...	...	...	...	...	...
Municipal	8	372	...	...	...	...	...	...
Native States	872	12,498	...	...	...	1	...	1
Aided	33,881	991,896	...	...	...	230	2	232
Unaided	11,144	207,154	...	...	...	21	...	21
Total ...	45,922	1,212,356	...	...	...	252	2	254
Primary Schools for Girls.								
Municipal	1	52	...	...	...	...	...	...
Native States	12	303	...	...	...	...	1	1
Aided	2,165	48,837	...	...	...	...	10	10
Unaided	486	8,533	...	...	...	...	...	...
Total ...	2,664	57,725	...	...	...	...	11	11
Total Primary Schools for boys and girls ...	48,586	1,270,081	...	...	...	252	13	265
GRAND TOTAL FOR 1901-1902 ...	51,096	1,520,673	35,134	230	35,364	52,741	884	53,625

GENERAL TABLE V.

Education in the Lower Provinces of Bengal at the end of the official year 1901-1902.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage—								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
3,404	...	3,404	1,367	...	1,367	28	...	28	15,313	...	15,313
290	...	290	699	...	699	248	...	248	1,431	...	1,431
862	1	863	964	11	975	94	1	95	3,363	13	3,376
2,040	4	2,044	4,075	19	4,094	1,021	3	1,024	8,236	26	8,262
319	...	319	407	...	407	62	...	62	1,373	...	1,373
16	...	16	11	...	11	...	...	...	51	...	51
258	...	258	572	...	572	124	2	126	1,229	2	1,231
115	...	115	175	3	178	81	1	82	453	4	457
26,706	41	26,747	31,472	108	31,580	2,289	52	2,341	92,460	231	92,691
8,972	9	8,981	20,782	169	20,951	2,865	87	2,952	37,219	268	37,487
19,374	2	19,376	20,628	48	20,676	1,497	25	1,522	77,588	76	77,664
1,342	...	1,342	3,049	27	3,076	545	20	565	5,609	47	5,656
63,698	57	63,755	84,201	385	84,586	8,854	191	9,045	244,325	667	244,992
...	48	48	...	150	150	...	7	7	...	325	325
44	708	752	159	627	786	268	529	797	513	2,653	3,166
25	176	201	98	914	1,012	60	270	330	190	1,419	1,609
13	133	146	34	43	77	55	56	111	104	288	392
...	13	13	...	51	51	...	1	1	...	108	108
82	1,078	1,160	291	1,785	2,076	383	863	1,246	807	4,793	5,600
63,780	1,135	64,915	84,492	2,170	86,662	9,237	1,054	10,291	245,132	5,460	250,592
36	...	36	57	...	57	78	9	87	171	9	180
18	...	18	218	...	218	19	1	20	255	1	256
21	...	21	294	...	294	57	...	57	372	...	372
418	2	420	7,906	207	8,113	3,821	143	3,964	12,146	352	12,498
29,587	125	29,712	719,059	20,351	739,410	210,839	11,703	222,542	959,715	32,181	991,896
960	9	969	126,506	2,528	129,034	73,786	3,344	77,130	201,273	5,881	207,154
31,040	136	31,176	854,040	23,086	877,126	288,600	15,200	303,800	1,173,932	38,424	1,212,356
...	2	2	...	50	50	...	...	...	...	52	52
...	23	23	2	144	146	...	133	133	2	301	303
62	766	828	968	30,648	31,616	680	15,703	16,383	1,710	47,127	48,837
...	18	18	156	5,282	5,438	133	2,944	3,077	289	8,244	8,533
62	809	871	1,126	36,124	37,250	813	18,780	19,593	2,001	55,724	57,725
31,102	945	32,047	855,166	59,210	914,376	289,413	33,980	323,393	1,175,933	94,148	1,270,081
94,882	2,080	96,962	939,658	61,380	1,001,038	298,650	35,034	333,684	1,421,065	99,608	1,520,673

Education—General Table VI.

Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal for the official year 1901-1902.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number passed.					Race or creed of passed scholars.								
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Arts Colleges—																						
1. Master of Arts	5	2	3	10	87	59	7	...	153	39	27	2	...	68	...	1	20	44	3	...	...	...
2. Bachelor of Arts	9	4	13	26	562	426	946	...	1,934	154	104	181	...	439	4	6	134	271	24	...	...	...
3. Bachelor of Science Examination	1	...	...	1	12	...	...	...	12	2	...	...	...	2	...	...	1	1	...	...	...	...
4. First Examination in Arts (*a*) ...	12	7	26	45	787	445	2,413	...	3,645	357	189	824	...	1,370	9	18	435	832	74	1	...	1
Colleges for Professional Training—																						
Law—																						
1. Honours in Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor in Law	8	...	9	17	108	...	462	...	570	40	...	173	...	213	...	...	81	124	8	...	...	...
Medicine—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	121	...	...	...	121	32	...	...	...	32	...	...	23	9	...	...	...	...
2. First L.M.S.	1	...	...	1	114	...	...	...	114	51	...	...	...	51	1	...	38	9	3	...	...	...
3. Combined Preliminary Scientific and First L.M.S. ...	1	...	...	1	36	...	...	...	36	10	...	...	...	10	...	1	3	4	2	...	...	...
4. Second L.M.S.	1	...	...	1	151	...	...	...	151	64	...	...	...	64	1	...	53	10	...	...	...	...
5. Preliminary Scientific M.B....	1	...	...	1	131	...	...	...	131	89	...	...	...	89	3	1	66	16	3	...	...	...
6. First M.B.	1	...	...	1	27	...	...	...	27	9	...	...	...	9	1	...	6	2	...	...	...	...
7. Combined Preliminary Scientific and First M.B. ...	1	...	...	1	12	...	...	...	12	10	...	...	...	10	...	...	4	4	2	...	...	...
8. Second M.B.	1	...	...	1	7	...	...	...	7	2	...	...	...	2	...	...	2	...	...	...	...	...
Engineering—																						
1. B.E.	1	...	...	1	32	...	...	...	32	9	...	...	...	9	1	...	4	4	...	...	...	...
2. First Examination in Engineering	1	...	...	1	33	...	...	...	33	11	...	...	...	11	1	...	3	6	1	...	...	...
Schools for General Education—																						
1. Matriculation ... ... { For boys	57	213	208	478	1,095	1,634	2,892	54	5,675	714	928	1,195	19	2,856	8	26	921	1,681	209	6	...	5
„ girls	1	6	...	7	2	22	...	...	24	...	11	...	...	11	2	5	3	1	...	...	...	...
2. High Schools Honours examination ... „ girls	1	...	...	1	2	...	...	...	2	1	...	...	...	1	1	...	...	...	...	...	...	...
3. High School examination for Europeans. { „ boys	...	5	3	8	...	37	24	...	61	...	17	10	...	27	25	1	...	...	1	...	...	...
„ girls	...	9	3	12	...	34	7	5	46	...	23	7	1	31	31	...	...	...	...	...	...	...
4. Middle School examination. { „ boys	172	1,158	254	1,584*	586	3,858	851	734	6,029	441	2,690	531	421	3,983	98	32	947	2,370	504	13	1	18
„ girls	1	54	7	62	7	206	21	1	235	5	150	11	1	167	65	35	6	9	1	...	1	...
5. Upper Primary examination { „ boys	138	3,639	298	4,075	473	9,584	891	242	11,190	323	5,549	509	86	6,467	160	108	1,255	3,549	1,325	24	1	45
„ girls	1	162	13	176	15	671	38	5	729	12	366	20	1	399	140	136	31	89	2	...	1	...
6. Lower Primary examination. { „ boys	96	18,299	539	18,934	408	65,643	1,539	241	67,831	361	43,591	900	199	45,051	1	263	4,589	29,167	10,341	121	...	569
„ girls	1	530	17	548	5	1,596	45	3	1,649	3	1,300	36	3	1,342	...	278	216	776	62	5	...	5
Schools for Special Education—																						
1. Training Schools for Masters. { English ...	4	...	...	4	31	...	...	...	31	14	...	...	...	14	...	...	5	6	3	...	...	...
{ Vernacular	8	1	...	9	456	13	...	13	482	302	4	...	4	310	...	7	99	180	21	1	...	2
2. School of Arts examination ...	1	...	...	1	153	...	...	...	153	143	...	...	...	143	1	5	54	79	3	1	...	...
3. Vernacular Medical examination	4	...	...	4	165	...	...	...	165	122	...	...	...	122	...	4	29	76	13	...	...	...
4. Overseer examination	2	...	...	2	40	...	...	...	40	25	...	...	...	25	1	...	7	16	1	...	...	...
5. Sub-Overseer examination ...	3	6	...	9	73	59	...	...	132	57	18	...	...	75	2	...	22	46	5	...	...	...
6. Amin class final examination ...	3	...	...	3	134	...	...	...	134	91	...	...	...	91	...	...	17	49	24	...	...	1
7. Accountants' examination ...	...	...	...	...	...	...	...	165	165	...	...	...	38	38	7	...	7	23	...	...	...	1
Agricultural Department examination—																						
8. Higher class examination ...	1	...	...	1	12	...	...	...	12	10	...	...	...	10	...	...	1	9	...	...	...	...
9. Lower class examination ...	1	...	...	1	7	...	...	...	7	6	...	...	...	6	...	...	2	4	...	...	...	...
†10. Sanskrit title examination ...	...	...	...	...	...	...	...	...	163	...	...	...	...	62	...	...	60	2	...	...	...	...
†11. „ second examination ...	...	...	...	...	...	...	...	...	1,024	...	...	...	...	332	...	...	320	32	...	...	...	...
†13. „ first examination ...	...	...	...	...	...	...	...	...	2,643	...	...	...	...	655	...	...	576	79	...	...	...	...
12. Madrasah Central examination ...	4	...	6	10	160	...	38	...	198	94	...	10	...	104	...	...	...	...	104	...	...	...

* Represents the actual number of both Middle English and Middle Vernacular Schools, competing for both Middle English and Middle Vernacular Scholarship examinations.

† No details as to the class of schools (Government, aided or unaided) sending candidates to the Sanskrit standard examinations have been supplied in the local returns.

(*a*) Including the results of the Mymensingh College.

GENERAL TABLE VII.

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS O EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY—			
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
COLLEGIATE EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
Arts College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DIRECT EXPENDITURE.															
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
For Boys—															
High schools ... ... English ...	3	1,551	1,379	1,140	308	4,358	975	26,580	1,170	505	33,896	...	...	5,397	9,755
Middle ,, ... English ...	25	1,825	1,699	1,356	...	7,355	...	7,190	2,544	318	17,407	...	240	1,10,865	1,18,460
Middle ,, ... Vernacular...	148	8,262	7,841	6,323	...	38,690	...	24,375	4,598	376	68,039	...	...	54,536	93,226
For Girls—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	185	185
Total Secondary Schools ...	176	11,638	10,919	8,819	308	50,403	975	58,145	8,312	1,199	1,19,342	...	240	1,70,983	2,21,626
Primary Schools.															
For Boys ... ... Upper primary	6	145	146	115	...	619	...	122	...	...	741	...	...	1,71,781	1,72,400
For Boys ... ... Lower ditto	3	111	103	87	...	614	...	11	...	...	625	...	...	4,09,797	4,10,411
Total Primary Schools for Boys ...	9	256	254	202	...	1,233	...	133	...	...	1,366	...	...	5,81,578	5,82,811
For Girls ... ... Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	3,439	3,439
For Girls ... ... Lower ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	36,135	36,135
Total Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	39,574	39,574
Total Primary Schools for Boys and Girls ...	9	256	254	202	...	1,233	...	133	...	...	1,366	...	...	6,21,152	6,22,385
SCHOOL EDUCATION SPECIAL.															
Training Institutions.															
For Primary School Teachers	...	...	...	...	...	...	...	...	...	...	...	373	...	...	373
Total for Training Institutions ...	...	...	...	...	...	...	...	...	...	...	...	373	...	...	373
TECHNICAL EDUCATION.															
Industrial and Technical Schools.															
Industrial Schools	6	285	305	236	2,092	13,210	240	5,740	709	4,908	26,899	...	...	1,773	14,983
Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	...	1,355	1,355
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	4,994	4,994
Total ...	6	285	305	236	2,092	13,210	240	5,740	709	4,908	26,899	...	...	8,122	21,332
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	...	1,752	...	...	463	1,770	3,985	861	...	2,075	4,688
Furniture and apparatus (special grants only) ...	...	...	...	...	...	2,123	...	185	25	11	2,344	...	...	2,558	4,681
Total ...	...	...	...	...	...	3,875	...	185	488	1,781	6,329	861	...	4,633	9,369
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,02,992
Scholarships held in—															
Medical College and Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	675
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,476
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12,864
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,921
Industrial and Technical Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,530
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63,675
GRAND TOTAL FOR 1901-1902 ...	191	12,179	11,478	9,257	2,400	68,721	1,215	64,203	9,509	7,888	1,53,936	1,234	240	8,04,390	12,72,291

* Inclusive of Rs. 78 paid to unaided
† Includes Rs. 4 paid to unaided
‡ Includes Rs. 82 paid to unaided

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1901-1902.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	52	61	47	895	588	...	2,235	...	1,849	5,617	...	...	...	588	588	
1	10	13	9	...	...	...	840	...	...	840	...	...	...	...	...	
2	62	74	56	895	588	...	3,125	...	1,849	6,457	...	...	...	588	588	
2	661	638	511	1,446	231	...	11,596	...	1,076	14,349	...	975	5,193	6,399	16,154	
5	712	633	509	...	1,742	240	3,909	858	...	6,749	...	...	3,918	5,660	1,24,120	
1	51	51	41	...	362	...	329	...	...	691	708	...	2,865	3,935	97,161	
...	...	...	...	...	...	...	...	...	...	...	...	...	483	483	483	
...	...	...	...	...	...	...	...	...	...	...	...	...	988	988	1,173	
8	1,424	1,322	1,061	1,446	2,335	240	15,834	858	1,076	21,789	708	975	13,447	17,465	2,39,091	
3	131	107	83	...	384	...	38	...	...	422	...	...	16,348	16,732	1,89,132	
5	241	236	186	...	321	...	432	...	...	753	...	...	37,853	38,174	4,48,585	
8	372	343	269	...	705	...	470	...	...	1,175	...	...	54,201	54,906	6,37,717	
1	52	45	32	...	211	...	11	...	...	222	...	...	3,731	3,942	7,381	
...	...	...	...	...	...	...	...	...	...	...	...	...	4,798	4,798	40,933	
1	52	45	32	...	211	...	11	...	...	222	...	...	8,529	8,740	48,314	
9	424	388	301	...	916	...	481	...	...	1,397	...	...	62,730	63,646	6,86,031	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	373	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	373	
...	...	...	...	...	...	...	...	...	...	...	...	240	219	459	15,442	
...	...	...	...	...	...	...	...	...	...	...	...	...	150	150	1,505	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,258	3,258	8,252	
...	...	...	...	...	...	...	...	...	...	...	...	240	3,627	3,867	25,199	
...	...	...	...	...	810	...	1,031	3,471	...	5,312	45	...	*2,822	3,677	8,365	
...	...	...	...	...	40	...	...	...	25	65	...	...	591	631	5,312	
...	...	...	...	...	850	...	1,031	3,471	25	5,377	45	...	†3,413	4,308	13,677	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,432	3,06,474	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	735	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	17	1,493	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	188	13,052	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,921	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	187	3,737	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,346	68,921	
19	1,910	1,784	1,418	2,341	4,689	240	20,471	4,329	2,950	35,020	753	1,215	‡83,217	98,154	13,70,445	

schools in the Dacca Division.
schools in the Rajshahi Division.
schools for buildings and furniture.

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Lower Provinces of Bengal for the official year 1901-1902.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF—		NUMBER OF BOARDERS WHO ARE STUDENTS OF—				EXPENDITURE FROM—				
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
For Males—							Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government.	34	1,704	392	669	4	639	21,380	...	5,270	74,896	1,01,546
Managed by District or Municipal Boards.	2	60	...	...	...	60	...	874	...	4,266	5,140
Aided by Government or by District or Municipal Boards.	55	1,978	56	1,734	83	105	2,246	...	48,908	1,12,492	1,63,646
Unaided	170	4,655	126	3,154	912	463	...	...	57,070	2,39,433	2,96,503
Total ...	261	8,397	574	5,557	999	1,267	23,626	874	1,11,248	4,31,087	5,66,835
For Females—											
Managed by Government.	4	151	9	114	...	28	10,043	...	...	11,835	21,878
Managed by District or Municipal Boards—	Nil.										
Aided by Government or by District or Municipal Boards.	26	1,756	34	1,579		36	5,873	...	57,409	1,53,255	2,16,537
Unaided	25	1,037	...	164	41	132	...	...	48,519	13,950	62,469
Total ...	55	2,944	43	1,857	848	196	15,916	...	1,05,928	1,79,040	3,00,884
GRAND TOTAL ...	316	11 341	617	7,414	1,847	1,463	39,542	874	2,17,176*	6,10,127	8,67,719*

* This return does not include the total expenditure of Rs. 160 incurred from native States revenues on boarding-houses maintained by Native States.

GENERAL—TABLE III FOR EUROPEAN COLLEGES AND SCHOOLS.

EUROPEAN

EDUCATIONAL—GENERAL

Return of European Schools and Scholars in the Lower

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.												UNDER PRI			
	Managed by Government				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGIATE EDUCATION.																
Arts Colleges	...	...	...	..	...	...	...	...	...	...	...	...	2	410	343	358
Professional (Training College) ...	1	16	16	16	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education ...	1	16	16	16	...	...	...	...	...	...	...	...	2	410	343	358
SCHOOL EDUCATION, GENERAL.																
Secondary Schools.																
For Boys—																
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	5	934	894	781
Middle ,, ... ,, ...	1	194	170	165	...	...	...	...	...	...	...	...	12	1,422	1,416	1,217
For Girls—																
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	6	962	964	866
Middle ,, ... ,, ...	1	78	78	76	...	...	...	...	...	...	...	...	18	1,903	1,854	1,642
Total Secondary Schools for boys and girls.	2	272	248	241	...	...	...	...	...	...	...	...	41	5,221	5,128	4,506
Primary Schools.																
For Boys—																
Upper primary	...	...	...	..	...	...	...	...	..	...	...	...	9	348	303	248
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	1	31	30	25
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	10	379	333	273
For Girls—																
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	11	812	745	617
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	11	812	745	617
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	...	...	...	21	1,191	1,078	890
TOTAL SCHOOLS OF PUBLIC INSTRUCTION.	3	288	264	257	...	...	...	...	...	...	...	...	64	6,822	6,549	5,754

EDUCATION.

TABLE III.

Provinces of Bengal for the official year 1901-1902.

VATE MANAGEMENT. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING— English. Boys.	English. Girls.	A classical language. Boys.	A classical language. Girls.	A vernacular language. Boys.	A vernacular language. Girls.	REMARKS.
18	19	20	21	22	23	24		25		26		27
3	47	46	42	5	457	437	19	248	...	25(a)	3(b)	(a) 20 learn French and five Urdu. (b) Three learn French.
...	...	...	...	1	16	7	9	...	...	...	...	
3	47	46	42	6	473	444	28	248	...	25	3	
5	1,174	1,043	877	10	2,108	2,108	...	1,212	...	88	...	
...	...	...	...	13	1,616	1,486	130	204	11	83	...	
1	118	106	91	7	1,080	195	885	29	420	...	...	
3	274	266	231	22	2,255	409	1,846	110	560	...	...	
9	1,566	1,415	1,199	52	7,059	4,198	2,861	1,555	991	171	...	
2	38	39	25	11	386	226	160	...	...	...	...	
...	...	...	...	1	31	18	13	...	...	...	...	
2	38	39	25	12	417	244	173	...	...	...	...	
...	...	...	...	11	812	291	521	...	...	...	...	
1	4	3	2	1	4	1	3	...	...	...	...	
1	4	3	2	12	816	292	524	...	...	...	...	
3	42	42	27	24	1,233	536	697	...	...	...	...	
15	1,655	1,503	1,268	82	8,765	5,178	3,586	1,803	991	196	3	

EDUCATION—GENERAL TABLE IIIA FOR EUROPEAN SCHOOLS.

Number of Scholars in Primary and Secondary Schools for Europeans in the Lower Provinces of Bengal on the 31st March 1902, classified according to sex, race, or creed.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahman.	Non-Brahman.				
SCHOOL EDUCATION—GENERAL—								
Secondary School—								
For boys—								
High schools ... Male ...	1,835	21	34	93	46	17	41	21
... Female ...	.....	.....	.....	.....	.....	.....	.....	.....
Middle schools—								
English ... Male ...	1,378	38	12	6	28	14	7	3
... Female ...	116	5	2	.....	.....	.....	7	.....
Vernacular ... Male ...	.....	.....	.....	.....	.....	.....	.....	.....
... Female ...	.....	.....	.....	.....	.....	.....	.....	.....
For girls—								
High schools ... Male ...	155	6	4	.....	1	1	6	22
... Female ...	809	14	30	.....	1	.....	6	25
Middle Schools—								
English ... Male ...	395	7	.....	1	1	.....	4	1
... Female ...	1,807	11	3	1	.....	.....	17	7
Vernacular ... Male ...	.....	.....	.....	.....	.....	.....	.....	.....
... Female ...	.....	.....	.....	.....	.....	.....	.....	.....
Total ...	6,495	102	85	101	77	32	88	79
Primary Schools—								
For boys ... Male ...	225	9	.....	.....	.....	.....	4	6
... Female ...	164	4	.....	.....	.....	.....	5	.....
For girls ... Male ...	271	1	.....	1	.....	.....	.....	19
... Female ...	504	4	.....	.....	.....	.....	.....	16
Total ...	1,164	18	.....	1	.....	.....	9	41
GRAND TOTAL ...	7,659	12	85	102	77	32	97	120

GENERAL—TABLE IV—COLLEGES AND SCHOOLS FOR EUROPEANS.

FOR EUROPEAN

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in European

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																					
Arts College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional College for Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training College	7,890	...	...	...	...	...	7,890	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education ...	7,890	...	...	...	...	...	7,890	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DIRECT EXPENDITURE.																					
SCHOOL EDUCATION, GENERAL.																					
Secondary Schools.																					
For Boys—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	16,834	...	...	6,824	...	...	23,658	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	10,395	...	...	4,052	...	...	14,447	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	27,229	...	...	10,876	...	...	38,105	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools (European).																					
For Boys—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct expenditure ...	27,229	...	...	10,876	...	...	38,105	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	1,347	...	...	...	...	...	1,347	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	7,030	...	...	...	...	...	7,030	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8,377	...	...	...	...	...	8,377	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in—																					
Medical College and Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial and Technical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Boarding charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
On European cadets	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect expenditure ...	8,377	...	...	...	...	...	8,377	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1901-1902.	43,496	...	...	10,876	...	...	54,372	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION.

TABLE IV.

Schools in the Lower Provinces of Bengal for the official year 1901-1902.

TUTIONS—

UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Aided by Government.							Unaided.								All other sources.			
																Public.		
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States' revenues.	Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(a)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,000	...	...	10,846	...	35,354	52,200	1,054	...	6,330	7,384	6,000	...	...	11,900	41,684	...	...	59,584
...	...	...	...	...	...	...	...	...	...	...	7,890	...	...	...	...	...	...	7,890
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6,000	...	...	10,846	...	35,354	52,200	1,054	...	6,330	7,384	13,890	...	...	11,900	41,684	...	...	67,474
27,092	...	...	39,684	1,502	34,321	1,02,599	63,781	73,323	1,48,180	2,85,284	27,092	...	...	1,03,465	2,57,326	...	...	3,87,883
32,487	...	...	21,916	15,143	41,028	1,10,574	...	...	...	...	49,321	...	...	28,740	56,171	...	...	1,34,232
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
22,901	...	...	60,992	2,887	28,686	1,15,466	3,981	...	6,281	10,262	22,901	...	...	64,973	37,854	...	...	1,25,728
39,203	...	...	40,138	17,824	1,17,263	2,14,428	5,120	6,792	2,484	14,396	49,598	...	...	49,310	1,44,363	...	...	2,43,271
1,21,683	...	...	1,62,730	37,356	2,21,298	5,43,067	72,882	80,115	1,56,945	3,09,942	1,48,912	...	...	2,46,488	4,95,714	...	...	8,91,114
5,248	...	...	7,634	4,084	3,055	20,021	720	1,438	675	2,833	5,248	...	...	8,354	9,252	...	...	22,854
525	...	...	1,404	132	1,266	3,327	...	...	...	...	525	...	...	1,404	1,398	...	...	3,327
11,588	...	...	4,709	3,269	4,875	24,441	...	...	...	...	11,588	...	...	4,709	8,144	...	...	24,441
...	...	...	...	...	...	...	...	...	627	627	...	...	...	...	627	...	...	627
17,361	...	...	13,747	7,485	9,196	47,789	720	1,438	1,302	3,460	17,361	...	...	14,467	19,421	...	...	51,249
1,39,044	...	...	1,76,477	44,841	2,30,494	5,90,856	73,602	81,553	1,58,247	3,13,402	1,66,273	...	...	2,60,955	5,15,135	...	...	9,42,363
18,250	...	...	18,794	35,529	45,853	1,18,426	...	6,864	8,274	15,138	19,597	...	...	18,794	96,520	...	...	1,34,911
2,215	...	...	7,216	618	11,444	21,493	723	4,978	1,334	7,035	9,245	...	...	7,939	18,374	...	...	35,558
20,465	...	...	26,010	36,147	57,297	1,39,919	723	11,842	9,608	22,173	28,842	...	...	26,733	1,14,894	...	...	1,70,469
...	...	...	...	...	...	...	...	...	...	...	17,000	...	...	...	...	...	...	17,000
...	...	...	...	...	...	...	...	...	...	...	60	...	...	...	...	...	...	60
...	...	...	...	...	...	...	...	...	...	...	7,336	...	...	...	...	...	...	7,336
...	...	...	...	...	...	...	...	...	...	...	136	...	...	...	...	...	...	136
...	...	...	...	...	...	...	...	...	...	...	7,532	...	...	...	...	...	...	7,532
...	...	...	...	...	...	...	...	...	...	...	18,537	...	...	4,24,902	1,21,686	...	...	5,65,125
...	...	...	...	...	...	...	...	...	...	...	1,394	...	...	4,986	...	...	...	6,380
...	...	...	...	...	...	...	...	...	...	...	7,284	...	...	...	112	...	...	7,396
...	...	...	...	...	...	...	...	...	...	...	27,215	...	...	4,29,888	1,21,798	...	...	5,78,901
20,465	...	...	26,010	36,147	57,297	1,39,919	723	11,842	9,608	22,173	80,589	...	...	4,56,601	2,36,692	...	...	7,73,902
1,65,509	...	...	2,13,333	80,988	3,23,145	7,82,975	75,379	93,395	1,74,185	3,42,959	2,60,752	...	...	7,29,476	7,93,511	...	...	17,83,739

FOR EUROPEAN EDUCATION.

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary Education in the Lower Provinces of Bengal at the end of the official year 1901-1902.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																				
Boys' Schools.																				
High English ... Aided ...	5	934	106	...	106	315	...	315	263	...	263	165	...	165	85	...	85	934	...	934
High English ... Unaided ...	5	1,174	227	...	227	393	...	393	361	...	361	155	...	155	38	...	38	1,174	...	1,174
Total ...	10	2,108	333	...	333	708	...	708	624	...	624	320	...	320	123	...	123	2,108	...	2,108
Middle English ... Government	1	194	...	...	...	73	...	73	68	...	68	53	...	53	...	...	...	194	...	194
Middle English ... Aided ...	12	1,422	...	...	...	297	28	325	349	35	384	360	32	392	286	35	321	1,292	130	1,422
Total ...	13	1,616	...	...	...	370	28	398	417	35	452	413	32	445	286	35	321	1,486	130	1,616
Total Secondary Schools for boys.	23	3,724	333	...	333	1,078	28	1,106	1,041	35	1,076	733	32	765	409	35	444	3,594	130	3,724
(English.)																				
Government ... English ...	1	194	...	...	...	73	...	73	68	...	68	53	...	53	...	...	...	194	...	194
Aided ... ,, ...	17	2,356	106	...	106	612	28	640	612	35	647	525	32	557	371	35	406	2,226	130	2,356
Unaided ... ,, ...	5	1,174	227	...	227	393	...	393	361	...	361	155	...	155	38	...	38	1,174	...	1,174
Total ...	23	3,724	333	...	333	1,078	28	1,106	1,041	35	1,076	733	32	765	409	35	444	3,594	130	3,724
Girls' Schools.																				
High English ... Aided ...	6	962	6	62	68	11	197	208	21	234	255	56	143	199	101	131	232	195	767	962
High English ... Unaided ...	1	118	...	16	16	...	19	19	...	83	83	...	...	...	...	...	...	...	118	118
Total ...	7	1,080	6	78	84	11	216	227	21	317	338	56	143	199	101	131	232	195	885	1,080
Middle English ... Government	1	78	...	...	...	...	28	28	...	27	27	...	16	16	...	7	7	...	78	78
Middle English ... Aided ...	18	1,903	...	...	...	12	327	339	23	460	483	103	413	516	167	398	565	305	1,598	1,903
Middle English ... Unaided ...	3	274	...	...	...	2	21	23	13	50	63	34	43	77	55	56	111	104	170	274
Total ...	22	2,255	...	...	...	14	376	390	36	537	573	137	472	609	222	461	683	409	1,846	2,255
Total Secondary Schools for girls.	29	3,335	6	78	84	25	592	617	57	854	911	193	615	808	323	592	915	604	2,731	3,335
(English.)																				
Government ... English ...	1	78	...	...	...	...	28	28	...	27	27	...	16	16	...	7	7	...	78	78
Aided	24	2,865	6	62	68	23	524	547	44	694	738	159	556	715	268	529	797	500	2,365	2,865
Unaided	4	392	...	16	16	2	40	42	13	133	146	34	43	77	55	56	111	104	288	392
Total ...	29	3,335	6	78	84	25	592	617	57	854	911	193	615	808	323	592	915	604	2,731	3,335
Total Secondary Schools for boys and girls.	52	7,059	339	78	417	1,103	620	1,723	1,098	889	1,987	926	647	1,573	732	627	1,359	4,198	2,861	7,059
For boys.																				
Upper Primary ... Aided ...	9	348	...	...	...	...	...	...	19	38	57	53	35	88	126	77	203	198	150	348
Upper Primary ... Unaided ...	2	38	...	...	...	...	...	...	8	4	12	11	1	12	9	5	14	28	10	38
Total ...	11	386	...	...	...	...	...	...	27	42	69	64	36	100	135	82	217	226	160	386
Lower Primary ... Aided ...	1	31	...	...	...	...	...	...	...	..	...	5	5	10	13	8	21	18	13	31
Upper and Lower Primary Schools for boys.																				
Aided	10	379	...	...	...	...	...	...	19	38	57	53	40	93	139	85	224	216	163	379
Unaided	2	38	...	...	...	...	...	...	8	4	12	11	1	12	9	5	14	28	10	38
Total ...	12	417	...	...	...	...	...	...	27	42	69	69	41	110	148	90	238	244	173	417
For girls.																				
Upper Primary Aided ...	11	812	...	...	...	...	...	...	43	132	175	77	173	250	171	216	387	291	521	812
Lower Primary Unaided ...	1	4	...	...	...	...	...	...	...	...	...	...	1	1	1	2	3	1	3	4
Upper and Lower Primary Schools for Girls.																				
Aided	11	812	...	...	...	...	...	...	43	132	175	77	173	250	171	216	387	291	521	812
Unaided	1	4	...	...	...	...	...	...	...	...	...	...	1	1	1	2	3	1	3	4
Total ...	12	816	...	...	...	...	...	...	43	132	175	77	174	251	172	218	390	292	524	816
Total Primary Schools for boys and girls.	24	1,233	...	...	...	...	...	...	70	174	244	146	215	361	320	308	628	536	697	1,233
GRAND TOTAL FOR 1901-1902	76	8,292	339	78	417	1,103	620	1,723	1,168	1,063	2,231	1,072	862	1,934	1,052	935	1,987	4,734	3,558	8,292

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 17TH DECEMBER 1902.

RESOLUTION—No. 3875.

READ—

The Review of Education in Bengal from the year 1897-98 to 1901-1902 with which is incorporated the Annual Report for 1901-1902.

THE Report covers the period of five years from 1897-98 to 1901-1902 and follows the lines of the Third Quinquennial Review of Education in India written by Mr. J. S. Cotton in 1898.

It is submitted by Mr. A. Pedler, F.R.S., C.I.E., Director of Public Instruction, who was in charge of the Department for seven months of the year 1901-02, his place being filled, during two periods of deputation to the Educational Conference at Simla and to the University Commission, by Mr. J. S. Slater. The Report was due to Government on the 1st October, but a complete copy did not reach the Secretariat till the 10th November, the delay being due partly to unusual pressure of work in the Press and partly to unpunctual submission of the Report of the Inspector of European Schools.

2. The most prominent features in the history of education in Bengal during the quinquennium, as depicted in this Report, are the falling off in the number of primary schools and pupils; the development of secondary education; the lamentably small progress made in female education; the continued backwardness of the Muhammadan population as compared with the Hindus; the increasing literacy among converts to Christianity; the revision of the system of vernacular education which was sanctioned in this Government's Resolution of the 1st January 1901; the development of the scheme of training schools with the establishment of the Kurseong Victoria School; the development, especially in Calcutta, of the system of hostels or boarding-houses for students, and the re-examination from the bottom of principles and methods of education which was initiated with the Education Conference held at Simla in 1901 and with the labours of the University Commission which began in 1902. Some of these matters will be noticed in this Resolution.

General statistics of institutions and pupils: primary and secondary education.

3. The decrease in the number of primary schools and pupils, which greatly outnumbers the increase obtained in the secondary schools, has been more or less continuous since the year 1896 97. There is a decrease in the number of schools, though not in the number of pupils, reported in 1892-93. This decrease has been the subject of enquiry under the orders of Government. The Director considers that the loss is nominal rather than real, and that it is due for the most part to elimination of weak and ephemeral schools from the returns; but he also thinks that there has been some real decrease of schools and pupils in recent years, owing to financial pressure and in localities to agricultural distress. These conclusions appear to be correct. It is not credible that there has really been a decrease in the number of children under instruction in Bengal in recent years, and the census figures show that in 1901 among persons over 15 years of age, there were 146 literate males per thousand against 137 in 1891. It was the special wish of the late Sir John Woodburn that earnest attempts should be made to increase the number of primary schools in the villages and to give them stability, and with this object, when allotting to the District Boards, to be expended on primary education, the sum of four lakhs out of the grant of ten lakhs placed at his disposal by the Government of India at the beginning of this year, he insisted that the Boards should devote a portion of the funds placed at their disposal to increasing the number of *pathsalas* as well as to improving the pay of the teachers in the existing schools.

While the primary schools have decreased in number during the last ten years, the large increase in the number of secondary schools and pupils, the conversion of many middle vernacular schools into middle English schools, and the increase in the number of boys learning English, indicate, as the Director remarks, an increasing desire among the people for higher standards of education. It is to be regretted that the Director finds that the standard of teaching in high schools is not so good as formerly; and it is to be hoped that the reforms consequent on the introduction of the new scheme of vernacular education and on the enquiries of the University Commission will lead to improvements in such schools.

4. The system of education followed in vernacular schools and in the lower classes of English secondary schools was remodelled during the quinquennium in accordance with proposals submitted by a Committee of officers of the Education Department over which the Director, Mr. Pedler, presided; these proposals were approved in Government Resolution No. 1, dated 1st January 1901. In the words of the late Lieutenant-Governor, the changes introduced "aim at developing the minds of the boys more than practising and strengthening their memories." The new system is based on Kindergarten principles and on the policy of teaching by object-lessons, which is an extension of the Kindergarten principle. In connection with this scheme, the vernacular text-books in use in schools have been entirely revised.

The scheme of improved vernacular education for Bengal.

Another important feature of the scheme is that Indian boys will in future not be allowed to commence to learn English before they are well grounded in their own vernacular. It has accordingly been decided that the child's mother-tongue shall be the medium of instruction up to Class V of high schools, which corresponds to Class I of middle schools and to Standard VI of the new scheme, and which is ordinarily reached when the child is about 13 years of age. The study of English as a subject is allowed and provided for from Standard III upwards, *i.e.*, in Class VIIB of high schools, and in Class IV of middle schools; this is the standard above the lower primary classes, and is reached by the average boy at ten years of age.

5. Comparing the figures of the past ten years with those of the period under review, the Director finds that the total number of girls under instruction has increased by 13 per cent.; but this increase was gained in the first five years, and there has actually been a decrease in the number of girls returned as under instruction in the last five years, which is no doubt connected with the disappearance from the returns of the weak and ephemeral primary schools. According to the last census, the total number of females in Bengal was 39,215,224. Out of this number, the number of literate females was 7 per thousand against 4 only in 1891. The progress in female education in this Province has therefore been slow, though in Calcutta there has been marked advance. The Director gives in paragraph 4 of his report the reasons stated below as accounting for this slow progress:—

Female education.

"The chief causes for the slow progress of female education in this country are—(1) conservatism of a great portion of the people; (2) the fact that the education of their female children is a matter of great indifference to a large proportion of parents and guardians, as they usually do not take the same amount of care and interest in the education of their female wards as they do in that of boys; (3) the system of early marriage, which presents an almost insurmountable barrier to education beyond the Primary stages; (4) the want of educated female teachers; (5) the want of a system for educating zenana ladies; (6) the want of adequate State aid and aid from the other Public Funds."

The late Lieutenant-Governor of Bengal had the cause of female education much at heart. Considerable increase of public expenditure has been sanctioned and will be devoted to schools for girls and on Inspectresses of Schools; and the training of female teachers is being encouraged.

6. There was a slight increase in the number of Muhammadan pupils in colleges and secondary schools and madrasas, but the decrease in the number of Muhammadan boys returned as reading in primary schools was much larger. This decrease is no doubt due to the elimination of weak schools from the general

Muhammadan education.

returns which has been above noticed; but the backwardness of the Muhammadan population in availing themselves of education continues in spite of special encouragements held out to Muhammadan students by way of scholarships and special facilities offered to them for entrance into the public service; and until this backwardness is overcome it must continue to be a matter of solicitude to the Government and to the leaders of the Muhammadan community.

Secondary education and University education.

7. During the ten years ending with March 1902, the advance in the number of students in secondary schools and in colleges has been marked. The students in secondary schools increased from 197,285 to 244,992, while those in colleges numbered 10,463 in 1900-1901 as compared with 6,287 ten years previously. The current edition of the "Statesman's Year Book" gives the number of male students at the various universities and colleges in the United Kingdom as 32,278. Thus Bengal, with nearly twice the population of the United Kingdom, has only one-third of the number of male university students. A comparison of the respective numbers of female students reading in colleges who number only 77 in Bengal with the numbers of such students in the United Kingdom would indicate far greater backwardness.

There was a net increase during the quinquennium of six unaided colleges and a large increase in the number of students in Arts Colleges, especially in the Law classes. The number of candidates at all the University examinations increased. The number of candidates at the F. A. examination in ten years has exceeded the number who matriculated during the same period, the explanation being that many candidates appear more than once at this examination. The percentage of success at the Entrance and F. A. examinations fell off slightly during the quinquennium. The average of success at the B. A. examination has been lower during the last five years than in the preceding five years, and at the M. A. examination the percentage of passes has remained almost unchanged, owing, it is said, to a practical uniformity in the standard.

Technical education.

8. Technical education is imparted in the Civil Engineering College, Sibpur, the Bihar School of Engineering, the Survey Schools at Dacca and Cuttack, and also in schools affiliated to the Civil Engineering College at Sibpur. There was a decrease during the quinquennium in the total number of pupils reading in the Survey Schools. The largest decrease took place in the Survey School at Dacca, owing, it is said, to the difficulty which the students experience in securing employment after passing the sub-overseer's examination. This matter will be separately considered in consultation with the Public Works Department of this Government. During the last quinquennium, the study of Science in Arts Colleges has advanced, and practical subjects of education have been introduced in high, middle, and primary schools. Drawing is now taught in almost all high schools, and Elementary Science subjects have been introduced in the curriculum of lower classes.

The Agricultural classes established in 1899 in the Civil Engineering College at Sibpur have been fairly successful. Ten out of twelve of the higher agricultural class and all the lower class students passed the examination last year; and all the successful students of the first class and the majority of those of the lower class have obtained appointments in the Government Service or under private gentlemen owning landed estates.

Expenditure.

9. The expenditure on public instruction from public funds has advanced from 36 lakhs in 1892-93 and 40 lakhs in 1896-97 to 43 lakhs in 1901-1902. This increase has practically been given entirely from Provincial revenues as the increased expenditure of recent years on education shown in the accounts of District Funds is due to larger grants being made from Provincial Funds in aid of District Boards and to the constitution of District Boards in the four districts of the Chota Nagpur Division, and not to development of the resources of District Boards. There has been no increase during the quinquennium of expenditure on education from Municipal funds. The increased expenditure of public funds in recent years has been mainly on account of secondary education and inspection, and it is only since an allotment has been made in the current year from Imperial Revenues that a substantial increase of expenditure on primary schools has been sanctioned.

10. There was an increase during the quinquennium in the number of Inspecting Officers of all classes. The number of Inspectors was raised from 6 to 9, excluding the Inspector of European Schools, and an Inspector of Schools is now provided for each Commissioner's Division. An increase of 64 Sub-Inspectors of Schools has recently been sanctioned with the object of reducing the number of primary schools to be inspected by each Sub-Inspector and the size of the Sub-Inspector's circles. This increase was rendered necessary by the orders which abolish the system of remuneration of teachers on the results of public examinations of their pupils and which substitute a system of remuneration with reference to results ascertained on inspections of the schools *in situ*.

Inspection.

The Inspecting Officers of higher grades performed their inspection duties during the year 1901-1902 to the Director's satisfaction. The Lieutenant-Governor hopes that, with the constitution of the new circles of Chota Nagpur and Chittagong, there will be fewer transfers of Inspectors next year.

All the Sub-Inspectors in the Burdwan Division, excepting those of Midnapore and Hooghly, and the Sub-Inspectors of Pabna, Darjeeling and Backergunge, failed to tour for the prescribed minimum of 200 days; the minimum number of 350 visits was not attained in the Sonthal Parganas, Midnapore, Rajshahi, Jalpaiguri and Darjeeling. These shortcomings should not be allowed to recur.

11. The Acting Lieutenant-Governor has much pleasure in acknowledging the services rendered by Mr. Pedler and during his absence by Mr. Slater as Director of the Department of Public Instruction.

By order of the Lieutenant-Governor of Bengal,

W. C. MACPHERSON,

Offg. Secretary to the Govt. of Bengal.

No. 17.

COPY forwarded to the Director of Public Instruction, Bengal, for information and guidance.

2. He is now authorized to publish his report.

Circular No. 2.

COPY forwarded to all Commissioners of Divisions for information, and communication to all Magistrates.

By order of the Lieutenant-Governor of Bengal,

W. R. GOURLAY,

Offg. Under-Secy. to the Govt. of Bengal.

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1902-03—1906-07.

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W. W. HORNELL, B.A.,

INDIAN EDUCATIONAL SERVICE.

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PROGRESS

OF

EDUCATION IN BENGAL

1902-03—1906-07.

THIRD QUINQUENNIAL REVIEW.

CHAPTER I.

INTRODUCTORY.

The area dealt with in the review.

The territorial re-adjustments of the quinquennium.

1. On the 16th October 1905 the Divisions of Dacca, Chittagong, and Rajshahi (with the exception of the district of Darjeeling), the district of Malda and the State of Hill Tippera were transferred to the newly formed Province of Eastern Bengal and Assam. The five Hindi-speaking Native States of Jashpur, Surguja, Udaipur, Korea and Chang Bhakar were at the same time transferred to the Central Provinces; and the Uriya-speaking States of Patna, Kalahandi or Karond, Sonpur, Bamra and Rairakhol and the district of Sambalpur, with the exception of two *zamindaris*, were attached to Bengal. The Province as now constituted comprises an area of 148,592 square miles with a population of 54,662,529.

The area dealt with in the review.

2. The area with which this review is concerned is the Province as now constituted. It has not, however, been possible to obtain statistics for the whole area owing to the fact that figures have not been supplied for the five Feudatory States mentioned in the foregoing paragraph as having been recently attached to Bengal or for the States of Gangpur and Bonai, which in connection with the territorial re-adjustments mentioned above were transferred during the period under review from the supervision of the Commissioner of Chota Nagpur to that of the Commissioner of Orissa.

The additions which must be made to the Provincial statistics on account of the seven Feudatory States not included in the tables.

3. The total number of pupils under instruction and of educational institutions both public and private in the Tributary and Feudatory States of Orissa was, at the close of the period under review, 44,277 and 1,707 respectively. These figures are taken from the latest administration report of the Commissioner. The Inspector of Schools, Orissa, has only been able to furnish figures for the 17 Tributary States of Orissa which were under the supervision of the Commissioner before the recent territorial transfers. The total number of pupils and schools returned by the Inspector of Schools for these 17 Tributary States is 27,112 and 1,419 respectively. These figures only are included in the statistics of this report. Consequently to the total number of pupils and institutions (public and private) shown in the statistics appended to

this report 17,165 pupils and 288 institutions must be added on account of the seven Feudatory States which have recently been added to the Native States of Orissa. The figures for the two Feudatory States of Kharsawan and Saraikela, which remain under the supervision of the Commissioner of Chota Nagpur, have been included by the Inspector of Schools of that Division in the Divisional statistics.

Difficulty of collecting statistics in the Feudatory States. The necessity for some settled arrangement.

4. It appears that in some of the Feudatory States there is no staff for collecting the information which the educational statistics require. This may well be so, but it seems desirable that some definite arrangement should be made as to whether the Feudatory and Tributary States are to be regarded as within the scope of the Provincial educational reports or not. It would seem desirable either that all the Native States of Orissa and Chota Nagpur should be included in the purview of the Provincial educational reports, or that none should be so included. If the area concerned is liable to vary according as the statistics required for the report on public instruction can or cannot be obtained from certain States, confusion must inevitably result.

The arrangement of the review.

The fourth Quinquennial Review followed. Statistics. The omission of maps.

5. Mr. Nathan's Quinquennial Review has been followed as closely as possible. As regards tables the general statistics prescribed by the Government of India are included in this volume. A supplementary volume is also published. This contains two parts, the first part consisting of the additional tables which are usually published in connexion with the annual reports on public instruction, the second comprising tables similar to those contained in the second part of the second volume of Mr. Nathan's Review. No maps are contained in this review, as the Survey Department are unable owing to pressure of work to undertake the preparation of them.

CHAPTER II.

CONTROLLING AGENCIES.

Statistics of management.

The proportion of publicly and privately managed institutions of all classes.

6. The returns for 1906-07 show 39,815 educational institutions conforming to recognised standards; of these 1,002, or 2·5 *per cent.*, were under public management. Of the 38,813 institutions under private management, 31,315, or nearly 81 *per cent.*, were aided. Primary schools contribute no less than 37,197 institutions to the total mentioned above. Only 611, or 1·6 *per cent.*, of the primary schools included in the returns were under public management. The proportion of publicly managed institutions is greater as regards secondary schools. Out of a total of 1,525 institutions 224, or nearly 15 *per cent.*, were under public management. The total number of colleges shown in the returns is 49. This figure includes law classes and the agricultural class of the Civil Engineering College, Sibpur, which are shown as separate institutions. Of the 49 institutions shown 18 are under public management. As regards arts colleges, out of a total of 34, 10 are under public management, and of those under private management 18 are returned as unaided. One thousand and forty-four recognised institutions for special instruction appear in the statistics. Of these 149, or 14·3 *per cent.*, are under public management. It is only in the training of teachers that Government takes the lead, managing 113 out of a total of 138 institutions.

The Education Department.

The Indian Educational Service.

7. At the close of the period under review the sanctioned cadre of the Indian Educational Service for the Province included 32 appointments, exclusive of the Directorship. These appointments provide for the post of assistant director, 7 inspectorships including the inspectorship of European Schools, and two superintendentships of training institutions. The remaining 22 appointments are at the disposal of Government arts colleges the Civil Engineering College, Sibpur, the School of Art and the Calcutta *Madrasa*. At present no less than 10 of the 32 sanctioned appointments are

vacant. The additional appointments which have been asked for in connexion with the improvement of arts colleges and the establishment of institutions for the training of teachers are mentioned in the chapters dealing with these subjects. These additional appointments are not included in the 32 appointments mentioned above. In consequence of the partition three officers who belonged previously to the Indian Educational Service of Bengal have been transferred to Eastern Bengal and Assam, and a fourth appointment which belonged formerly to this Province has been absorbed by the appointment of Mr. Sharp to be Director of that Province. The cadre for this Province, as it is now constituted, is not liable to any further reduction on account of transfers to the new Province.

The Provincial and Subordinate Services.

8. The Provincial and Subordinate Educational Services have been re-organised during the period under review. Previous to the re-organisation the former service contained 107 appointments distributed over eight grades, the pay of the lowest grade being Rs. 150 and that of the highest Rs. 700. The increment between each of the four lower grades was at the rate of Rs. 50 a month, while that between each of the four higher grades was at the rate of Rs. 100. The re-organisation raised the number of appointments to 111. The number of grades remained the same, the lowest grade being abolished and a Rs. 350 grade being added. The rate of increment still stands at Rs. 50 between each of the five lower grades and Rs. 100 between each of the three higher grades. As regards the Subordinate Educational Service the number of appointments was raised by the re-organisation from 440 to 603. The number of grades remained unaltered and the 603 posts were distributed over eight classes, the pay of the lowest class being Rs. 50 and that of the highest being Rs. 250.

The distribution of appointments between Bengal and Eastern Bengal and Assam.

9. The re-organisation was sanctioned by the Secretary of State with effect from the 10th September 1905, that is to say, previous to the partition. The appointments therefore sanctioned for the re-organised services had to be distributed between this Province and the Province of Eastern Bengal and Assam. The whole matter was dealt with at length in the Government of Bengal Resolution of the 18th December 1906. The distribution of the appointments has been agreed upon by the Governments of the two Provinces, but the proposed distribution has not yet been sanctioned by the Government of India. When the Resolution mentioned above was published, there were 86 and 464 officers holding appointments in this Province in the Provincial and Subordinate Educational Services, respectively. On the 31st March 1907 the actual number of appointments in the Provincial and Subordinate Educational Services of this Province was 91 and 537 respectively.

The creation of the Lower Subordinate Educational Service

10. Previous to the re-organisation all officers serving in the Education Department whose pay was less than Rs. 50 a month were outside the graded services. Concurrently with the re-organisation already referred to, a Lower Subordinate Educational Service was created, and into this service the great majority of these officers have now been placed. The Lower Subordinate Educational Service as constituted for this Province by the Government Resolution referred to in the last paragraph contained five classes carrying incremental salaries and 628 appointments as shown in the margin. But in connexion with the scheme for strengthening the inspecting agency and to meet other requirements additional appointments have been subsequently sanctioned, and at present the Lower Subordinate Educational Service contains 698 appointments distributed as follows:—Class I 62, class II 86, class III 122, class IV 165, class V 263.

Class.	Pay. Rs.	Number of appointments.
Class I	... 35—2—45	... 52
Class II	... 30—1—35	... 72
Class III	... 25—1—30	... 102
Class IV	... 20—1—25	... 147
Class V	... 15—1—20	... 255

The effect of the re-organisation on the prospects of officers.

11. The re-organisation of the Provincial and Subordinate Services has improved materially the position and prospects of the officers of those services. The creation of the Lower Subordinate Educational Service has on the other hand not given satisfaction. The question of the improvement of this service is, however, under consideration in connexion with the proposals made recently by the Government of India for the improvement of secondary education; and it is hoped that as a result of those proposals the position of the officers of this service will be materially improved.

Officers outside the grades.

12. In addition to the services mentioned above there were on the 31st March 1907 five officers not within the classified list who were drawing salaries varying from Rs. 150 to Rs. 400; also 121 miscellaneous officers outside the grades on salaries ranging from Rs. 10 to Rs. 100. These figures do not include the guards of the reformatories, other than the head and escorting guards, or the artisans at the Civil Engineering College, Sibpur. Both these classes of officers are excluded from the graded services. In 1905 the Secretary of State ruled that Europeans were not to be appointed to the Provincial Educational Service. As a result of this order special terms of service have to be suggested in the case of any European who is appointed by the Secretary of State to do educational work in Bengal otherwise than on the ordinary conditions of the Indian Educational Service.

Direction and inspection.

Direction.

The Director and the Assistant Director.

13. Since the year 1902-03 the Director of Public Instruction has been assisted by an Assistant Director. Some remarks on the work of the Director will be found in paragraph 40 of the Report on Public Instruction for 1905-06. No proposal has as yet been put forward for the appointment of Deputy Directors, but as explained in the chapter on professional and technical education, a scheme has been submitted to Government for the appointment of a special officer in connexion with technical and industrial education.

The general inspecting agency.

The inspecting agency as it was at the end of the period under review and as it will be.

14. The scheme for the strengthening of the inspecting agency was described in paragraph 42 of last year's report. A certain number of the additional appointments were made during 1906-07; while the remaining appointments will, for the most part, be filled up before the close of 1907-08. The table below shows the strength of the inspecting agency in each Division as it was at the end of the period under review and as it will be when full effect has been given to the scheme mentioned above:—

Divisions.	Number of Inspecting Officers at the end of 1906-07.					Number of Inspecting Officers who will be employed when the sanctioned scheme for increasing the inspecting agency is brought into full effect.				
	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.
1	2	3	4	5	6	7	8	9	10	11
Burdwan Division ...	1	1	13	58	8	2	4	22	70	16
Presidency Division (excluding Calcutta).	1	1	8	39	4	2	4	11	45	9
Calcutta (special staff) ...	...	...	2	2	...	...	...	2	3	...
Patna Division ...	1	1	7	45	6	2	1	7	54	13
Bhagalpur Division ...	1	1	5	28	4	2	1	6	35	7
Orissa Division (excluding the Tributary States).	1	...	5	37	8	2	...	6	53	18
Chota Nagpur (including the States of Kharsawan and Saraikela).	1	1	5	25	3	2	1	5	31	6

The distribution of work among the officers of a Division.

15. The distribution of the inspecting work among the educational officers of a Division is still regulated generally by the system of territorial subdivision which was promulgated under orders issued in 1901. The system is described in paragraph 75 of the Fourth Quinquennial Review.

Sub-Inspectors and Assistant Sub-Inspectors.

16. The increase in the number of Sub-Inspectors has reduced generally the area of the responsibility of an individual officer. The work of Assistant Sub-Inspectors has not yet been definitely defined. At present they assist Sub-Inspectors in the control of lower primary schools, to which institutions Sub-Inspectors are now generally confined.

Inspecting *Pandits*.

17. In addition to the officers mentioned in the table given above there were at the end of the period under review 354 Inspecting *Pandits*, or *Guru*-instructors as they are sometimes called. The greater part of the time of these officers was formerly spent in inspecting lower primary schools, though their duties were supposed to include the instruction of *gurus* in the subjects of the prescribed curriculum. It is a question, whether, when the increased subordinate inspecting staff has been appointed in full, these officers will be required at all, and, if so, what their duties should be. The question was discussed at the Commissioners' conference of 1906, but it was agreed that no decision could be arrived at, until the full number of Sub-Inspectors and Assistant Sub-Inspectors had been appointed. There seems to be a general feeling among inspecting officers that Inspecting *Pandits* should as soon as possible cease to do inspecting work, but that in their capacity of instructors of *gurus* they are and will be still required. Mr. Küchler for example says in the quinquennial review of the Bhagalpur Division that the question of strengthening the staff of *Guru*-instructors is an urgent one. The Inspecting *Pandits* are servants of the District Boards.

Deputy Inspectors.

18. As regards Deputy Inspectors there is still only one officer who is *the* Deputy Inspector of the district. In a district such as Burdwan in which there are three Deputy Inspectors, one officer is styled the Deputy Inspector, the other two being called Additional Deputy Inspectors. The question of the division of the district into areas over which each Deputy Inspector would have control have been prepared and is under consideration. Deputy Inspectors are responsible for the control of middle and upper primary schools. They also supervise the work of Sub-Inspectors.

Inspectors and Assistant Inspectors.

19. The table given above shows the number of additional Inspectors and Assistant Inspectors who have been sanctioned under the scheme for strengthening the inspecting agency. None of the officers sanctioned were appointed during the period under review except an Assistant Inspector for Orissa who is not shown in the table above, because he is employed as Agency Inspector for the Tributary and Feudatory States of that Division. Some account of the educational system of these States will be found in paragraphs 49 and 50 below. When the additional Assistant Inspectors are appointed, it is not proposed, to start with at any rate, in the case of those Divisions which will have more than one Assistant Inspector, to assign a definite area to each officer. Later on probably some territorial distribution of the work will be made. As regards Inspectors each Division will be in charge of an officer of the Indian Educational Service who will be assisted by a Provincial Service officer who will be called a Joint Inspector. This re-duplication of the number of Inspectors will probably tend to reduce the amount of inspection work which Assistant Inspectors will do in connexion with high schools, but in increasing the number of Inspectors it is definitely intended that the exercise of personal supervision by officers of this rank should be extended not only to high schools but also to schools of all grades.

The provincialisation of the Sub-Inspectorate and the relation of Sub-Inspectors to the Chairmen of District Boards and District Officers.

20. During the quinquennium under review Sub-Inspectors were transferred from the service of District Boards to the direct control of the Education Department. This transfer took effect from the 1st January 1906. The relation which Sub-Inspectors should bear to the Chairmen of District Boards and to District Magistrates was the subject of a circular issued early this year by the Director of Public Instruction. The general purport of this circular is that Sub-Inspectors of Schools are under the direct control of the Education Department, but that they have to work in co-operation with the District Boards, and, in districts in which there are no District Boards, with the District Officers. Specific instructions were given with regard to certain matters in which co-operation was essential, and the principle was laid down that a Sub-Inspector must loyally carry out the orders of the Chairman of the District Board, or of the District Officer, as the case may be. Assistant Sub-Inspectors are Government servants. Their position in relation to District Boards and District Officers is the same as that of Sub-Inspectors.

The method of inspection.

21. The orders of 1901 to which reference has been made in paragraph 15 above promulgated certain directions as to the manner in which inspections were to be carried out. No subsequent instructions have been issued.

The training of the subordinate inspecting staff.

22. In the Government Resolution of 1901 which introduced what is known as the vernacular education scheme it was stated that Deputy and Sub-Inspectors of Schools would be required to attend the first grade training schools for periods varying from about a month to six weeks for the purpose of being instructed in the working of the new system. By a circular issued by the Director in 1903, Inspectors of Schools and Chairmen of District Boards were requested to arrange for the deputation of inspecting officers to the training schools. In accordance with these orders special classes for teachers and inspecting officers were opened at the first grade training schools, and a certain number of officers have since been sent annually to these classes for periods of about six weeks. While on deputation inspecting officers are allowed to draw full pay, but no extra expense may be incurred in arranging for the work of absentees. Some criticism of these special classes will be found in the chapter on the training of teachers.

Conferences.

23. Another method for the training of the subordinate inspecting agency enjoined in the Resolution of 1901 was for the Deputy Inspector of a district to summon from time to time all Sub-Inspectors and Inspecting *Pandits* to a conference at some convenient centre, where there was a good school which could be used for the practical demonstration of methods of instruction. Such conferences, it was suggested, might last for two or three weeks. Under a circular issued by the Director in 1903 the value of these conferences was emphasised, and it was suggested that Inspectors should hold similar conferences of Deputy Inspectors. It was also recommended that teachers should be invited to these conferences. Since the issue of these orders conferences on these lines have been regular institutions in each Division.

How far the various sections of the community are represented in the inspectorate.

24. The question of the employment of Muhammadans as inspecting officers is dealt with in the chapter on the education of Muhammadans. It may be stated here that in making appointments, every endeavour is now being made to secure not only to Muhammadans but also to Uriyas, Biharis and other races their share of appointments. Such a system is for educational reasons essential, because the appointment of foreigners to schools and inspecting appointments in Bihar, Chota Nagpur and Orissa frequently means that the education of the children is in the hands of men who are not properly acquainted with the local vernacular. It is by no means easy to obtain natives of the parts of the Province referred to who possess the necessary qualifications. This difficulty, which is specially prominent in Bihar and which is even more acute in the matter of the recruitment of teachers for Government schools, is discussed in the chapter on secondary education. In pursuance of the policy referred to at the beginning of this paragraph, out of the total number of appointments which have recently been made in Bihar, Orissa and the Hindi-speaking parts of Chota Nagpur in connexion with the strengthening of the inspecting agency, 9 appointments only have been given to other than natives of those parts of the Province. These 9 appointments were made in Orissa; and in all these cases the persons appointed were reported to be Bengalis domiciled in Orissa.

No attempt is made to appraise the general value of the inspection work.

25. The demands made on inspecting officers during the quinquennium under review increased considerably, and the staff was admittedly inadequate. In the face of this fact and of the improvements which have been sanctioned, but the effect of which it is not yet possible to estimate, it would be idle to attempt to appraise the general work of the inspecting staff. Two points, however, which have been raised by Inspectors may be mentioned here.

The status and pay of Deputy Inspectors.

26. The first is the question of the status and pay of Deputy Inspectors. On this point Mr. Küchler, who raises the question in the quinquennial report of the Bhagalpur Division, writes as follows:—

"I am led to call attention to this matter on account of the strong impression which has been created in my mind during the course of my work in this Division as to the very responsible nature of the duties which are performed by Deputy Inspectors. These officers are the expert advisers in educational matters of the District Officers and of the District Boards. They occupy a difficult position, inasmuch as they are responsible to the Inspector of Schools for safeguarding the interests of education, and may consequently find themselves on occasions in opposition to the members of the Boards to which they belong. It is obvious therefore that we require for these posts men of tact, independent judgment and moral courage, and that their position in Government service should be such as to make the exercise

of these qualities possible. Under these circumstances it is not too much to ask that the initial salary of these officers should in future not be less than Rs. 150."

The travelling allowance of Sub-Inspectors.

27. The second point is one raised by Mr. Stark, Inspector of Schools, Chota Nagpur Division, in connexion with the travelling allowance rules of Sub-Inspectors. These officers are entitled to the ordinary mileage and halting rates sanctioned for Government servants of their class. Mr. Stark is of the opinion that this arrangement does not suit the conditions under which Sub-Inspectors have to work.

"The constriction of their jurisdiction," he writes, "to smaller areas than before makes it difficult for them to reconcile the efficient discharge of their work with the earning of a travelling allowance sufficient to cover their monthly expenses. The temptation is after all very human to keep a vigilant eye on the income. There can be very little doubt that often efficient work is sacrificed to the necessity of recovering the day's expenses. However carefully their return of work and inspecting charges is checked, it is extremely difficult to convict Sub-Inspectors of neglect of work out of devotion to their travelling allowances. The result is that a powerful temptation vitiates much of the work done by Sub-Inspectors. I would suggest that all mileage charges be abolished, and that they be given a daily allowance of Rs. 1-4 up to a monthly maximum of Rs. 30. This would ease much of the unprofitable office work of the Inspector and his Deputies. It would divert the energy of Sub-Inspectors from their travelling allowance bills to actual school inspection. It would not cost the Department more than the sanctioned amount."

This is an important suggestion and it will receive careful consideration.

Special inspectors.

28. The whole-time services of one officer of the Indian Educational Service are devoted to the development and control of the education of Europeans. This officer is styled the Inspector of European Schools. Schools in which European and Eurasian girls are educated are visited by the Inspectress of Schools, but the responsibility to Government for these institutions rests with the Inspector. In some districts there are special Inspecting *Maulvis* for *maktabs* (Muhammadan primary schools). The circumstances under which these officers were appointed are explained in the chapter on the education of Muhammadans. In their recent letter on the improvement of secondary education the Imperial Government inquired whether the inspecting staff was able adequately to test and advise as to the teaching of science, drawing and oriental languages, or whether it required strengthening in these respects. This question is now under consideration, and several additional appointments will be asked for.

The female inspecting agency.

Increase of the staff.

29. Previous to the year 1904 the only female inspecting officer who was employed in the Province was a locally recruited Inspectress of Schools who was a member of the Provincial Educational Service. Early in 1904 an Inspectress of Schools, appointed by the Secretary of State, was added to the inspecting agency, and the Provincial Service officer was relegated to the position of Assistant Inspectress. During 1906-07 three additional assistant inspectresses were sanctioned, and during the current year two further appointments have been made. The present staff therefore consists of the Inspectress of Schools with head-quarters at Calcutta and jurisdiction over the whole Province, and an assistant inspectress in each Division. An additional inspectress has been sanctioned, but she has not yet arrived from England. When the second inspectress arrives an arrangement will probably be made by which the Bengali-speaking portion of the Province will be assigned to one inspectress and the Hindi-speaking portion to the other.

The function of inspectresses.

30. The functions of the Inspectress and the assistant inspectresses have not yet been very definitely defined. Practically, the Inspectress is the responsible adviser of the Department in all matters pertaining to the education of Indian girls and women. All girls' schools are inspected either by her or one of her assistants, and though the responsibility of the Divisional inspecting staff in respect of these institutions has not been nominally curtailed, the actual control and guidance of the work of schools in which the visit of a male inspecting officer would be resented—and there are many such, especially in Bihar,—is in her hands. The work of all training classes for

female students is entirely in the hands of the Inspectress, and she exercises such control as she can over *zanana* work. The rules regulating the functions of the female inspecting staff have recently been under consideration. Now that the staff is being increased more actual control over girls' schools will probably be made over to the inspectresses. The visits of male inspecting officers to any but primary schools for girls seems certainly under existing conditions undesirable. The functions of the Inspectress in connexion with European schools have been mentioned in paragraph 28 above.

The responsibilities of executive and judicial officers.

Primary education.

The Resolution of 1878 and the Local Self-Government Act of 1885.

31. In 1878 the Government of Bengal issued a Resolution which defined the responsibilities of executive, judicial and educational officers in respect to education. This Resolution laid down that the responsibility of fostering and superintending primary education was to rest with the local executive officers, that is, with the Magistrate and Collector. The passing of the Local Self-Government Act of 1885 entrusted the direct responsibility for primary education to the District Board and its Chairman. This Act, however, did not really alter the position of the District Magistrate with regard to education, because in the first place he is responsible to Government for the working of the District Board, and also because the Magistrate is invariably the Chairman of the District Board and the executive authority.

The need for the educational specialist.

32. As primary education developed, it required more supervision by persons who had made education their special study. This point was emphasised by the Government of India in their Resolution of 1904 on Indian Educational Policy.

"The administration of primary schools," they wrote, "by local bodies is already everywhere subject to the general supervision of the Education Department as regards tuitional matters, but the degree of control differs in different Provinces, and where it is most complete primary education is most advanced."

Sir Alexander Pedler's circular of 1906.

33. At the beginning of 1906 Sir Alexander Pedler issued a circular to inspecting officers explaining the position of executive officers in relation to primary education and emphasising the necessity of co-operation. The following extract gives the gist of the instructions:—

"The policy.....is that while the Magistrates and Collectors and other executive officers and Commissioners in their Divisions are charged with the responsibility of fostering and developing primary education in their districts, and with seeing that a sufficient proportion of funds is devoted to this purpose, educational officers on the other hand are charged with the duty of rendering as much help in this matter as can be given and with the duty of consulting such officers in all efforts made to improve primary education, while they are responsible for the educational standards, the teaching and the expert inspection of such schools. Both of these sets of officers can materially assist one another by hearty co-operation."

Secondary and collegiate education.

Secondary schools and second grade colleges.

34. Sir Alexander Pedler's circular also reminded officers of the Education Department that, though the direct control and management of secondary schools was in their hands, the district officers were fully authorised to inspect schools of all classes and to make suggestions. The Director desired that due weight should be given to these suggestions. In 1905 a Government circular was issued emphasising the desirability of District Officers taking more interest in educational matters and requesting them to "visit colleges and high schools more frequently, to enter more fully into consultation with head masters and inspectors regarding the advancement of education, to offer suggestions for improvements in the accommodation provided for students and teachers and in the moral and sanitary aspects of their surroundings, to encourage sports, and to be present at the distribution of prizes." Sir Alexander Pedler referred to this circular, and requested that educational officers would give every facility to the district officers in carrying out the wishes of Government. He added as follows:—

"Inspectors of schools should consult Commissioners in such cases as the proposed extension of the buildings of any schools or colleges where considerable expenditure of Government or other public funds is likely to be involved, and also in any cases where

additional courses of study of such a character, as will involve additional staff or a material development of the scope of schools or colleges, are proposed. In the case, too, of the establishment of new hostels and the improvement of existing institutions of this kind, the opinions of the Commissioner and the district officers should be taken by Inspectors of Schools.

"In the case of disputes between the authorities of a school or second grade college and the local public, the Inspector of Schools ought to obtain the opinion of the Commissioner or District Magistrate, as the case may be, on such disputes or questions, before giving his decision in the matter."

First grade colleges.

35. The circular also impressed upon principals of first grade colleges the necessity of cultivating friendly relations with the local executive and judicial officers, and of asking their help and co-operation in all cases where such help might be usefully given.

Co-operation of educational with executive and judicial officers during 1906-07.

36. All Divisional inspectors agree in stating that during 1906-07 great interest in educational matters was shown by district officers, while a very considerable number of visits to schools paid by district officers of all grades are recorded in each report. The inspectors are unanimous in testifying to the value of the interest which executive and judicial officers have taken in education during the past year. On all important questions the opinions of inspectors are now submitted to the Director through the Commissioner of the Division.

Government management.

Visiting committees for Government secondary schools.

The Government Resolution of 1903. The functions and working of visiting committees.

37. In 1903 the Local Government issued a Resolution on the subject of school committees. Under this Resolution a system of visiting committees was created for all Government secondary schools. On these committees local residents "adequately representing the classes from which the students are drawn" are asked to serve. Rules specifying the duties of these committees were promulgated in 1904 and revised at the beginning of last year. The members are appointed by the District Officer in consultation with the Inspector of Schools, except in the case of collegiate schools, to the committees of which the Director appoints on the nomination of principals. The term of office for a member is three years, but a member may be re-appointed. The authority which has the power of nomination has also the power of removal. No committee is to consist of more than ten members, or less than six. The committee of a school is required to inspect the school at least once every quarter. It is not the function of a visiting committee to issue orders with regard to the teaching or management of the school. Its duty is to offer suggestions for the consideration of the authorities of the school or the Education Department.

The working of the system.

38. Inspectors' reports do not contain much information as to the success or otherwise of the system of visiting committees. In the case of the Hindu and Hare Schools in Calcutta the advice of the influential visiting committees which have been appointed in connexion with these institutions has certainly been valuable. The Inspector of the Presidency Division reports that the visiting committees of his Division generally were actively interested in the working of the schools, and that their recommendations were useful. The Inspector of the Patna Division reports that during 1906-07 there was a slight improvement in the character of the work done by these committees in connexion with the Government schools of the Division. The Inspector of Schools, Chota Nagpur Division, reports that, except in two cases, none of the visiting committees took any interest in the schools with which they were associated. There is clearly wide scope for improvement.

The effect of the new University regulations on the management of Government institutions.

Managing committees required by the new regulations.

39. Under the new regulations no college can be affiliated to the Calcutta University, unless it is under the management of a regularly constituted governing body on which the teaching staff is represented, nor can any school be recognised as competent to present candidates for the Matriculation

Examination unless it is under the management of a regularly constituted committee. Proposals with reference to the future management of Government colleges and secondary schools drawn up with a view to satisfying these conditions have been submitted to Government.

Inspection of Government colleges and schools by the University.

40. The new regulations require that every college should be inspected at least once a year by the University Inspector of Colleges and one or two other persons appointed by the Syndicate. Government colleges will therefore in future be inspected by the officers deputed by the University as well as by the authorities of Government. As regards schools, one of the conditions of recognition, or of the continuance of recognition, is that they shall submit to periodic inspection by a person or persons deputed by the Syndicate. The University having only one inspecting officer, viz., the Inspector of Colleges, Government will probably have to lend the services of its officers for the purpose of the inspection of both colleges and schools. It has already afforded substantial assistance to the University in this respect.

The management of District and Municipal Boards.

District and Local Boards.

The provisions of the Local Self-Government Act.

41. Section 62 of the Local Self-Government Act of 1885 provided that, subject to any rules made by the Lieutenant-Governor of Bengal under the Act, every District Board should be charged with, and be responsible for, the maintenance and management of all primary and middle schools under public management within the district, the construction and repair of all buildings connected therewith, the appointment (subject to certain special conditions) of all masters and assistant masters thereof, and the payment of their salaries. The educational rules promulgated under the Act which are now in force are those which were issued by Government in 1895. The powers conferred by these rules are described in paragraph 110 of the Fourth Quinquennial Review.

The transfer of Sub-Inspectors and the constitution of education committees.

42. The transfer of Sub-Inspectors from the control of District Boards to that of the Education Department has already been mentioned. The only other change which was introduced during the quinquennium was the introduction into the Act of a section empowering a District Board to appoint an education committee. The reasons which induced Government to make this addition were set forth in the Resolution to which reference has been made in paragraph 37 above. According to the Resolution the committee was to consist of members of the District Board and such other residents of the district as might be selected by the Board and approved by the Commissioner of the Division. No information is available as to how far the system of education committees may be said to have succeeded.

Local Boards.

43. Under section 110 of the Local Self-Government Act a District Board may, with the permission of the Lieutenant-Governor, transfer the management, control or supervision of any school or schools to a Local Board. When this is done the same rules as those which regulate the responsibility of District Boards are applicable. The District Board must in all cases retain the general power of supervision and control. There has not, as a fact, been much delegation of educational responsibility to Local Boards

The relations between Educational officers and District Boards.

44. During 1906-07 the officers of the Education Department generally worked in complete harmony with the District Boards. The educational expenditure provided in a District Board budget has now to be approved by the Director of Public Instruction. The expenditure by the Boards on primary education was generally satisfactory during 1906-07, but it is reported from the Chota Nagpur Division that the District Boards of Hazaribagh and Manbhum had large amounts of their educational allotments unspent at the end of the year. The Inspector of this Division also remarks that there is a general complaint that the payments of the District Boards are not made punctually. He adds that he knows this to be the case in Palamau.

Municipal committees.

45. The Bengal Municipal Act of 1884 empowered Municipalities to devote a certain proportion of their funds to "the construction and repair of school-houses, and the establishment and maintenance of schools, either wholly or by means of grants-in-aid." Under a Government order of 1902 Municipalities are required to spend 3·2 *per cent.* of their income on the encouragement of primary education. Until this is done, no part of their income is to be devoted to aiding secondary schools, even though these schools may have classes in them corresponding to primary standards. Municipalities maintain 17 institutions for general education, but they exercise little executive control over the schools aided by them. Some Municipalities in each Division failed to spend the required proportion of their income on primary education. The officers of the Education Department worked in complete harmony with the Municipal Committees. During 1906-07 the Calcutta Municipality spent Rs. 16,000 on the education of Indians, and Rs. 1,965 on the education of Europeans.

The Municipal Act of 1884 and the Government orders of 1902.

Joint committees.

46. Under section 64 of the Local Self-Government Act the Lieutenant-Governor is empowered "to declare that the maintenance and management of any high English school under public management, situated within a town which has been or may hereafter be constituted a Municipality under the Bengal Municipal Act, 1884, shall be entrusted to a Joint-Committee, consisting partly of members delegated by such District Boards as may be named in the orders." Every Joint-Committee appointed under this section of the Act has the same powers and is subject to the same liabilities as those conferred and imposed on District Boards by the Act. The Howrah *Zilla* School is the only institution which is now under this form of management.

Section 64 of the Local Self-Government Act.

Visiting committees at secondary schools under Board Management.

47. The Resolution of 1903 to which reference has been made in paragraph 37 above directed the appointment of visiting committees for secondary schools under Board management as well as for those under the direct management of Government. Precisely the same rules are applicable. The members of the committees are appointed from the members of District and Local Boards, Municipal committees or Joint-Committees, as the case may be, by the Chairman concerned.

The same rules applicable as in the case of Government schools.

District committees of Public Instruction.

48. In 1873 Government created for each district, excluding Calcutta, a committee of Public Instruction consisting of six executive and educational officers with the Commissioner of the Division as president. With the passing of the Local Self-Government Act these committees ceased to exist, except in "non-scheduled" districts, *i.e.*, district, to which the Act did not apply. The Darjeeling and Singhbhum districts and the Sonthal Parganas are still "non-scheduled" districts. But, as regards the Singhbhum committee, Mr. Stark reports that it exists in name alone, and that the Deputy Commissioner assisted by the Deputy Inspector of Schools performs all the functions of the committee. The Darjeeling committee is in favour of its own dissolution. The future of these district committees is under consideration.

The district committees are practically obsolete.

Native States.

The Feudatory and Tributary States of Orissa.

49. It has been explained in the introductory chapter that there are now 24 Feudatory and Tributary States under the supervision of the Commissioner of Orissa. The general position with regard to education in these States is that each Chief is responsible for the education of his State in the same way as he is responsible for its general administration. Educational officers are employed in connexion with these States, but their position is not more than that of advisory officers. In 1906 Government ruled that in

The general position

the Feudatory and Tributary States the Commissioner should be looked upon as the local head of the Education Department.

The inspecting staff of the States.

50. Some of the Chiefs employ inspecting officers of their own. The following officers of this class are mentioned in the quinquennial report of the Inspector as serving in the 17 States which were under the supervision of the Commissioner before the recent territorial re-adjustment:—(1) a Superintendent of education in Mayurbhanj, (2) 5 Sub-Inspectors (2 in Mayurbhanj, 2 in Dhenkanal, and 1 in Talcher), (3) 22 Inspecting *Pandits* (5 in Mayurbhanj, 1 in Dhenkanal, 2 in Keonjhar, and 1 in each of the 14 remaining States). The 5 States recently transferred from the Central Provinces have Deputy Inspectors of their own, and a Deputy Inspector and a Sub-Inspector have recently been appointed by the Chiefs of Gangpur and Bonai respectively.

The Departmental staff available for the States.

51. By orders of Government issued last year the Inspector of Schools, Orissa, is to be regarded as an advisory officer to the Commissioner in respect of these States. He is expected to visit the States in accordance with such instructions as may be given him by the Commissioner. In passing these orders Government desired that the Inspector should in particular visit such States as are likely to resent inspections by officers of a lower rank. In his work connected with the Feudatory and Tributary States the Inspector has the help of an officer of the rank of an Assistant Inspector, who in his connexion with the States is styled Agency Inspector, and of three Deputy Inspectors, two of whom have also charge of the districts of Sambalpur and Angul. Some of the Chiefs contribute towards the services of the Agency Inspector. Departmental Sub-Inspectors and Assistant Sub-Inspectors are also employed in connexion with the States.

Area, population, educational institutions and pupils.

52. The 24 Feudatory and Tributary States extend over an area of 28,000 square miles, and have a total population of over 3 millions. At the close of the period under review there were in these States 1,707 public and private educational institutions with 44,277 pupils.

General progress.

53. In his quinquennial report Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, writes as follows:—

"It is a matter of gratification to observe that the Chiefs continue to take a lively and practical interest in the education of their subjects. Most of them have helped the department by their hearty and willing co-operation. The Chiefs of Mayurbhanj, Dhenkanal, Talcher and Athmallik have played a prominent part in the furtherance of the cause of education in their respective States."

The Feudatory States of Chota Nagpur.

Political status, area, population and number of schools and pupils.

54. The Feudatory States of Kharsawan and Saraikela are under the supervision of the Commissioner of the Chota Nagpur Division. The Deputy Commissioner of Singhbhum is the local Political Officer. The area of these States is 602 square miles and the population about 140,000. At the close of the period under review there were in these States 31 schools with 1,144 pupils. These figures have been included in the statistics.

The employment in connexion with these States of inspecting officers of the Education Department.

55. Very little information is available about the educational systems of these States. The schools are supported largely from the funds of the States. There is not at present any definite arrangement by which the services of inspecting officers of the Education Department are made available for these States, and until last year they seem to have been regarded as outside the scope of the inspecting agency of the Chota Nagpur Division. Last year, however, they were visited by the Inspector and Assistant Inspector of the Division and by the Deputy Inspector of Singhbhum. Proposals for the encouragement of education in these States are now under consideration. The status of any inspecting officers of the Education Department who may be employed in connexion with these States will be that of advisory and not of controlling officers.

Private agencies.

Mission and indigenous agencies.

56. Of the total number of educational institutions in Bengal which conform to recognised standards 97·5 *per cent.* are under private management. The private agencies engaged in educational work in Bengal may be divided into two classes, *viz.*, mission agencies and indigenous agencies.

57. As Mr. Nathan remarked in his quinquennial review, it is to be regretted that there are no statistics available which show mission institutions and their pupils as apart from other privately managed institutions and their pupils. Numerically the educational work of missionaries in this Province is small compared with the vast number of schools and colleges which have been started and are controlled by Indians, but a considerable number of their institutions are comparatively speaking highly efficient, and consequently their work is of great importance in the educational development of the population. The work of missionaries.

58. Educational institutions established by indigenous agencies have as a rule resulted either from the combination of the gentlemen of a locality or from the enterprise of some individual. The enterprise of individual founders of colleges and schools, more especially schools, has not infrequently been prompted by the hope of making a profit. The existence of proprietary or venture institutions may be said to have been both the effect and the cause of the low standard of education which still prevails generally in Bengal. It was the effect, because, had the standard not been low, profit would not have been possible and persons who wished to get a return for their money would not have sunk it in the establishment of educational institutions; it was the cause, because, when once such institutions were started, there was a class of educational proprietors who had every object in keeping the standard low. Institutions formed by combinations of Indian gentlemen and proprietary institutions.

59. Missionary institutions are, except in the case of small primary schools, invariably in charge of a principal who is a member of the mission. Such institutions are under the general control of the local authorities of the mission, who are in their turn responsible to the central authorities of the mission in Europe or America. The management of mission schools.

60. All privately managed institutions which desire affiliation to, or recognition by, the Calcutta University have under the circumstances explained above to be under the control of properly constituted governing bodies or committees of management. Under the orders of Government no grant is made to a college which is not under the control of a governing body; and since 1903 aided secondary schools are required to have committees of management, the members of which must in the case of a school aided by Government be approved by the District Officer or in the case of a school aided by a District Board or a Municipal Committee by the chairman concerned. These committees are required to be representative of all classes of the community. In the rules for these committees it is provided that, if the promoters of a school can satisfy the Director of Public Instruction that the school will be efficiently managed without a managing committee of this kind, it will be sufficient if a visiting committee is appointed on the lines prescribed for schools maintained from public funds. The management of other private institutions.

CHAPTER III.

COLLEGIATE EDUCATION.

Introductory remarks.

61. The year 1902 saw the Indian Universities Commission, which resulted in the Indian Universities Act of 1904. With the Resolution of the Government of India of the 11th August 1906 the revised regulations of the Calcutta University were promulgated. It would be entirely beyond the scope of this report to attempt any detailed account of the changes which the revised regulations have introduced, and it would be quite premature to discuss the prospects of University education under the new *régime*. The Universities Commission. The Indian Universities Act of 1904 and the revised regulations of the Calcutta University.

62. The principal reforms which the Act of 1904 introduced in the constitution of the Calcutta University are too well known to need description, and this chapter does not in fact attempt more than a general summary of the present position, together with some mention of the more prominent effects which the new regulations will have on the working of affiliated colleges, and some account of the present condition and proposed future development of each of the Government colleges. Subjects treated in the chapter.

Government colleges set the standard of efficiency.

63. The future of University education in Bengal depends on whether, now that reform is in the air, the affiliated institutions of the Calcutta University can be developed into sound and efficient colleges. The general level of efficiency to which colleges under the new system will attain will be determined to a considerable extent by the standard which Government colleges set. In the early days of University education in India it was the Government colleges which furnished the model; it is now for them to take the lead in shaping a better model.

The new ideal.

Education as distinct from examination.

64. Ideas about University education in India are in a process of transition, and to quote the words of the commission which was recently appointed to inspect the affiliated colleges of the *mufassal*, "a large part of present controversies and perplexities is due to the uncertain determination of the aim." This same commission in the opening words of their general report described the new conception of collegiate education as follows:—

"In the beginning the University ostensibly aimed at nothing but examining. It was said to be an examining University. But already with the affiliation of colleges under implied conditions the broader aim was latent, and the scope of University education was enlarged beyond mere examining. A perfectly consistent examining University would apply its tests without restriction to all who were prepared to pay the fees fixed for its examinations, and would expressly dismiss as beyond its province any consideration of further training. But from the very first the Calcutta University has recognised affiliated colleges, which implies conditions of affiliation, and has more or less rigidly required that candidates should be sent up by affiliated colleges. This always involved, as at least latent, a conception of education distinct from mere examination: an ideal of a type of training. As the rules of affiliation became more precise and exacting, the type of education implied revealed itself more clearly. The movement which has resulted in the reconstruction of the Universities by the new Act is virtually the explicit definition of the new educational ideal. Every tendency of the time points to the residential college with its full social life which has superseded the original conception of the college as a place where students are prepared for examinations by means of lectures. The University is no longer content with lectures; it requires a collegiate life."

The University to teach as well as to examine.

65. Another phase of the function of the Calcutta University as conceived by those who have brought about its reconstruction is embodied in the provisions of the new regulations for the appointment of University Professors, Readers and Lecturers.

Colleges and students.

Decline in institutions and students.

66. On the 31st March 1907 there were 5,190 students in 34 arts colleges. These figures show a decline during the quinquennium of 1,354 students and one college. At the close of the period under review there were 2 more colleges than there were in 1896-97, but 239 fewer students.

Colleges by management.

67. Of the 34 colleges mentioned above, 10 are under public management and 24 under private management. The colleges under public management were on the 31st March 1907 educating 1,444 students, while those under private management were educating on the same date 3,746 students. During the quinquennium under review the number of private colleges decreased by 2, and the number of students in them by 1,570. The number of colleges under public management increased by 1, and the number of students in them by 216. The latter increase is due to the transfer in 1905 of the Diamond Jubilee College, Monghyr, which was formerly a private college, to the control of a committee on which the Municipal and District Boards are represented.

Finance.

Expenditure.

Increased cost to public funds.

68. The total expenditure on arts colleges during 1906-07 amounted to Rs. 8,08,010. Towards this expenditure public funds contributed 40·9 *per cent.*, fees 32·6 *per cent.*, and endowments and other sources 26·4 *per cent.*, the balance, or 1 *per cent.*, being realised from District and Municipal funds. The expenditure shows an increase on the quinquennium of just over Rs. 1,17,692. The increase has been borne entirely by public funds. The receipts from public sources have risen by Rs. 1,34,700, while the receipts from private sources have fallen by about Rs. 17,000. The grants to private

colleges from the Imperial contribution which are mentioned in paragraph 73 below have not been included in the statistics for 1906-07.

69. The annual cost per student amounted during 1906-07 to Rs. 166; during 1904-05 it was Rs. 124, and during 1905-06 Rs. 135. In calculating this figure the capital grants to private colleges referred to above have not been considered. Cost per student.

Grants-in-aid.

70. Special rules for grants-in-aid to colleges were published in 1905. Previous to this grants to colleges were controlled by general rules which were applicable to schools and colleges alike. The rules published in 1905 recognise two kinds of grants, annual and special. Before any grant is given detailed information is required with reference to the finances, the buildings, and the general organisation of the college. No annual grant may exceed in amount the sums to be expended from private sources (exclusive of fees), except in special cases and under the special orders of Government. Special grants may be paid to private colleges which are not in receipt of regular annual grants, but only on condition that the governing body of a college thus assisted can satisfy the Education Department that the college is likely to be maintained in efficiency and that it will be open to inspection by the Department. Annual grants are paid in monthly instalments. Before submitting a monthly bill for countersignature by the Director of Public Instruction, the Secretary of the college has to certify that all salaries due for and up to the previous month have actually been paid. The grant-in-aid rules.

71. The annual or regular grants to colleges during 1906-07 amounted to Rs. 27,600. During 1901-02 these grants amounted to Rs. 22,650. Annual grants during 1906-07 and 1901-02.

72. The Government of India realised that the changes introduced by the Universities Act of 1904 would impose fresh burdens both upon the Universities and their affiliated colleges, and they agreed therefore to make a special annual grant of 5 *lakhs*, which was to be spent partly on expenses which the Universities themselves would have to incur, and partly on grants to affiliated colleges. Out of this contribution the following grants were in December 1905 sanctioned for the Calcutta University and for arts colleges in this Province :— Special Imperial grants to the Calcutta University and its affiliated colleges.

	Rs.
(*a*) For colleges, during 1905-06	30,000
(*b*) For colleges, during each of the years 1906-07, 1907-08, 1908-09	80,000
(*c*) For the administration of the University and for expenses incurred on account of inspection and travelling, for each of the 4 years from 1905-06 to 1908-09	30,000
(*d*) To the University for building, for each of the four years from 1905-06 to 1908-09	50,000

In addition to these grants a sum of Rs. 1,80,000 was assigned in March 1905 from the Imperial contribution for the purchase of a piece of land adjoining the Senate House.

73. The allotment of the Imperial contribution which has been assigned to colleges is distributed among private colleges by the Local Government after consulting the Syndicate. During 1906-07 a sum of Rs. 1,10,000 (Rs. 80,000, the allotment for 1906-07, *plus* Rs. 30,000, the allotment for 1905-06) was distributed as follows :— Distribution of Imperial grants during 1906-07.

Rs. 28,000 for hostels,
Rs. 50,500 for laboratories,
Rs. 5,000 for libraries,
Rs. 10,000 for building and apparatus,
Rs. 16,500 for arrears of salaries.

Government colleges do not share in this contribution.

Some general considerations regarding the future of arts colleges.

The inspection commissions.

74. Before the special grants to colleges mentioned just above were distributed, it was thought that the affiliated colleges of the University ought to be inspected. Two commissions of inspection were therefore arranged The inspection commissions.

in 1905-06, a commission for the inspection of Calcutta colleges and a commission for the inspection of *mufassal* colleges. The former consisted of Mr. Justice Sarada Charan Mitra, Mr. Küchler, the Hon'ble Babu Bhupendra Nath Basu, and Mr. James, the latter of Babu Heramba Chandra Mitra, Mr. Arden Wood and Mr. James. In the reports of these commissions many questions of general interest as bearing on the future of arts colleges were discussed.

The question of staff.

The function of the college according to the new ideal.

75. The new conception of collegiate education as voiced by the commission of inspection for *mufassal* colleges has been quoted in paragraph 64 above. A practical aspect of this question is the staff which arts colleges will require, if there is to be any genuine attempt to realise the new ideal. Under the old conception "the University framed courses of study and held examinations; the affiliated colleges supplied lecture rooms and lectures."

"Now," say the inspecting commission just referred to, "we say lecturing is not educating. It is not even adequately instructing. The college must do very much more. It must take account, whether students are profiting by their lectures, whether they are properly prepared for their examinations. It must provide facilities for, and supervise, practical work in science. It must assume responsibility not merely for the discipline of the class room, but for the whole lives of its students. It must provide a library and a common room. It must organise games. It must inspect lodging houses and messes. It must regulate hostels."

The inadequacy of the old lecture system.

76. Even from the point of view of instruction the old system under which education began and ended with lectures was entirely inadequate, not to say hopelessly wrong in principle. The commission for the inspection of Calcutta colleges emphasised this.

"Lectures do not constitute the whole, and hardly even the chief part, of a healthy system of liberal education. The sound principle is that the main work is done by the student himself and by the intelligent activity of his own faculties."

The remedy.

77. The commission went on to explain that this principle had been entirely missed by the system which had been long established in the institutions preparing students for Calcutta University examinations. Their conclusions as to the only real remedy are embodied in the following quotation:—

"It is the firm belief of the committee that a resolute effort must be made gradually to transform the teaching from the present hybrid kind of class teaching to a system of genuine lecturing supplemented by practice, and if possible, some adequate amount of tutorial advice and assistance. It will not be easy to effect this change, but the attempt must be made if education is to be really improved."

A tutorial system to be introduced into Government colleges.

78. At Government colleges the number of lectures will be reduced, and a tutorial system will be introduced to supplement the lectures. Proposals for additional staff, assessed on the understanding that a tutorial system will be introduced and based on the general principle that a proportion of 1 to 15 between the staff of a college and the students should be regarded as the lowest proportion of teachers to the taught that is compatible with efficiency, are now before Government. Sir Alexander Pedler pointed out in his Convocation speech of 1905 that the proportion of students to the teaching staff in India was far higher than in America or Europe, often five times as great or even more.

The separation of school and college.

The recommendation of the Universities Commission.

79. The Universities Commission recommended that college classes should be conducted in buildings separate from those of schools, and should be under separate management.

The views of the *mufassal* inspection commission.

80. The commission for the inspection of *mufassal* colleges found in their incomplete separation from schools one of the chief defects of colleges outside Calcutta. They pointed out that even where college students and school pupils were separated for their studies, they were mixed together more or less in their hostels and boarding houses—"an even less defensible confusion of disciplines." Two of the members of the commission contended that if the reasons for separation had any validity at all, the separation should be complete and absolute, and the principle should be so laid down with authority. The Indian member of the commission was unable to agree as to the necessity for

an absolute separation of college and school students in hostels. He admitted that little boys and young men must be treated differently, but thought that the ends of discipline might be met by their being placed in separate rooms.

The views of the Calcutta inspection commission.

81. The Calcutta commission admitted that no special confusion or scandal had already resulted from the system of linked schools and colleges, but they recorded an unanimous opinion that for all that there were "objections serious enough to warrant an insistence on the complete separation of school and college, wherever they were closely combined." They pointed out that "the question at issue was really one of discipline and method of teaching."

> "The discipline of school boys and of young men at college ought to be different. The result of this connexion has certainly been to obscure this difference. College students have been treated too much like school boys; school boys aspire to the liberty of college students. The method of teaching in the school is class teaching; in the college lecturing and individual tuition."

The present position.

82. The new regulations of the University do not insist upon a complete separation of colleges and schools, but a college must, as a condition either of obtaining or retaining the privilege of affiliation, show that it is under the management of a regularly constituted governing body, and that it has suitable college buildings. In the case of all Government colleges a complete separation of the college from the attached collegiate school or schools is contemplated, and schemes to this end are in process of development.

The second grade college.

Recommendation of the Universities Commission.

83. The question of the separation of school and college leads directly to the problem of the second grade college. The Universities Commission recommended that no new second grade colleges should be affiliated. As regards existing second grade colleges they were of opinion that the less efficient should be required at a comparatively short notice to revert to the position of high schools, while the stronger institutions should be allowed a reasonable period of time in which to choose between the status of a college and that of a school.

The views of the Government of India.

84. In their letter with which the Commission's report was forwarded to Local Governments the Government of India expressed themselves as being not altogether willing to accept this recommendation of the Commission. They stated that they were not convinced that the practice under which a flourishing school extended the scope of its efforts so as to include the First Arts course of itself deserved condemnation: on the contrary "under the peculiar conditions which prevailed in India" such classes might in their opinion "serve a useful purpose in many ways." They observed that the fact which lay at the root of the matter was that owing to the special conditions of India the two years of the First Arts course which were in other countries the last two years of school life, had been included in the college course. They thought that in time it should be possible to remedy this defect. Meanwhile they inclined to the opinion "that, so long as efficiency is strictly insisted upon, second grade colleges occupy a definite place in the educational machinery of the country, and fulfil a useful function."

The views of the *mufassal* commission.

85. The *mufassal* inspection commission discussed the second grade college at some length. They admitted that these colleges served "a fairly useful economic purpose," but stated that their "intellectual range" was "necessarily restricted," their classes being too few "to give the variety which must combine with the unity of the college to give the best results." Their ideal was at best "a restricted," even a "maimed" one, and "the intellectual goal was not deserving of the college organisation." In the view of the commission, the standard at which the University should aim should be that of the "complete college," and after sketching in outline what that standard seemed to them to demand, they recorded an opinion that a second grade college as such was "educationally unsound and detrimental to the highest interests of the University." As an expedient by which the difficulties of the present situation might be solved they put forward a proposal for the creation of a new type of school, "to be called distinctively a collegiate school," which should be permitted to add to its upper classes two higher classes

providing instruction in the courses for the intermediate examinations of the University.

The Indian member's dissent.

86. Babu Heramba Chandra Maitra dissented from the views of his colleagues. In his view any hostility on the part of the University to second grade colleges, as such, would be deplorable. He thought that new second grade colleges should be affiliated, if reasonable guarantees of efficiency were offered.

The present position.

87. Under the new regulations colleges may be affiliated up to the intermediate standard. All colleges affiliated up to the standard of the F.A. Examination were on the introduction of the new regulations deemed qualified pending the reconsideration of the affiliation of existing colleges under the powers conferred by the new Act to impart instruction up to the standard of the Intermediate Examination in Arts, but not up to that of the Intermediate Examination in Science.

College libraries.

The recommendations of the Universities Commission.

88. The Universities Commission recorded a resolution to the effect that they attached great importance to the formation of good reference libraries in connexion both with universities and colleges. They observed further that in a college where a library was inadequate or ill-arranged, the students had no opportunity of forming the habit of independent and intelligent reading.

The reports of the inspecting commissions.

89. The question of college libraries is considered at some length in the reports of both the inspection commissions. Both commissions found the libraries and the use made of them generally inadequate. Both reports emphasised the need for reform, and dwelt upon the necessity not only of having an adequate number of the right kind of books, but also of arranging them in such a way that they may be readily available. The *mufassal* commission referred to various suggestions with regard to college libraries put forward by the late Mr. Macfarlane, Librarian of the Imperial Library, Calcutta, one of which was that the Imperial Library might become a school for supplying trained librarians for college libraries. Other suggestions were the overhauling of existing libraries with a view to getting rid of books which are obsolete or unsuitable, and the preparation of a model catalogue to serve as a standard to colleges generally. Mr. Macfarlane expressed his willingness to assist under certain conditions the carrying out of these suggestions. Perhaps, if the present incumbent of the Imperial Librarianship would be willing to help, a start might be made by overhauling the Presidency College library on these lines.

The teaching of science.

The prescriptions of the new regulations.

90. According to the new regulations affiliation up to various stages is given not generally but in subjects, and affiliation will not be given in any experimental science, unless it can be shown that arrangements have been or will be made in conformity with the regulations for imparting instruction in that branch of science in a properly equipped laboratory or museum. In the Intermediate Examinations in Arts and Science there is no practical examination, but any candidate who desires to be examined in any science subject has to produce a certificate from the Principal of his college to the effect that he has completed in an affiliated college the practical course prescribed by the regulations.

The provision for science teaching was inadequate in the past and will be more inadequate in the future; but science teaching is now optional.

91. The inspection commissions found that except in the larger Government colleges and in one or two of the private colleges the provision for the teaching of science was defective even according to the standard of the old regulations. They pointed out that under the new regulations the expenditure under this head would be still heavier, and that a considerable outlay would be necessary in order to provide properly constructed laboratories, apparatus for practical work and demonstrators for practical classes. The University has, however, made the science courses optional, and consequently colleges may, if they wish, discard science teaching altogether, or content themselves with teaching one or two sciences to the intermediate standard. With regard to Calcutta the inspection commission suggested that for the teaching of science up to the intermediate standard a system of inter-collegiate lectures might be arranged.

92. It is well to emphasise the fact that the practical courses in intermediate physics and chemistry do not require great expenditure. The *mufassal* inspection commission remarked that "teachers with the necessary enthusiasm and ingenuity can dispense with not a few of the costly productions of the makers of scientific apparatus" and that "the home-made article frequently answers the purpose just as well." They observed that the impression which they derived from the inspection of the apparatus possessed by some of the smaller colleges was "that it was in some respects needlessly costly and that pieces of apparatus had not unfrequently been purchased which, in relation to the actual needs of the course prescribed, might be called expensive toys." Costly apparatus not required for the intermedate course.

93. More advanced science teaching will probably have in future to be confined to a few central institutions. The provision which it is proposed to make in Government colleges for science teaching will be stated under the head of each institution. Advanced science teaching.

Government colleges.

Their cost since 1882.

94. During 1905-06 Mr. Jackson, Professor of Physics at the Patna College, was on special duty in connexion with the re-organisation of Government colleges in accordance with the requirements of the new regulations. In the course of his work he collected figures for the cost of each Government college in the present area of Bengal since the year 1882, and put together a note on the subject illustrated by diagrams. Some of the facts revealed are worthy of special notice. Mr. Jackson's note.

95. In 1882-83 the four *mufassal* colleges, *viz.*, Patna, Cuttack, Hooghly and Krishnagar cost Government Rs. 1,05,142 and the Presidency College cost Government Rs. 78,850. In 1890-91 the Presidency College cost about Rs. 79,836, while the four *mufassal* colleges cost about Rs. 96,982. From that year the nett cost of the *mufassal* colleges steadily declined, and in 1899-1900 it amounted to Rs. 55,441 only. It has since risen, but the nett cost in 1905-06 was less than the nett cost in 1882-83 by about Rs. 24,000. The nett cost of the Presidency College on the other hand has been increasing steadily since 1886-87, though there was a slight set back between 1896-97 and 1899-1900. During the last six years the annual rate of increase has been about Rs. 10,000 and the nett cost during 1905 06 was Rs. 1,14,702, which was nearly double that of the four *mufassal* colleges put together. The cost of the Presidency college compared with that of the four Government colleges in the *mufassal*.

96. These facts are to a large extent due to the policy of attempting to maintain a single college in a high state of efficiency, even after the Education Department had been weakened by the re-organisation of the Department on a cheaper basis in 1896. Undoubtedly, the Presidency College has to some extent grown at the expense of colleges in the *mufassal*. At the re-organisation of 1896 for example it was intended that the Patna College should have a principal and two professors of the Indian Educational Service, but as a fact it has never had more than one such professor, the other professor having been posted at the Presidency College. The Presidency College has grown at the expense *of the mufassal* colleges.

97. Mr. Jackson also worked out an interesting comparison between the cost of Government colleges in Bengal and the cost of an average English Provincial college. As types of the latter he took the University colleges of Liverpool and Nottingham. The cost of an average English Provincial college is based on the figures of these two institutions for several years; only such items of expenditure were taken into consideration as are strictly comparable with the expenses incurred at colleges in Bengal. Comparison of the cost of Government colleges in Bengal with the cost of an average English Provincial college.

98. The figures show that the average English Provincial college costs nearly 53 *per cent.* more *per annum* than the Presidency College, Calcutta, cost annually during the last five years, and nearly ten times as much as an average *mufassal* college cost annually during the same period. On the other hand the proportion of the total expenditure which was borne by fees at the Presidency College and the average *mufassal* college respectively was 51·2 and 33·4 *per cent.* respectively, whereas in the average English college 28·8 *per cent.* only of the total expenditure is met from fees. In this connexion it may be mentioned that at the Liverpool College 33·5 *per cent.* of the total expenditure is defrayed from endowments, which in Bengal are practically non-existent. An English Provincial college costs far more, but the proportion of the receipts to its total expenditure is less.

The Presidency College.

Students.

99. On the 31st March 1907 there were 692 students on the rolls of the college. This figure is exclusive of the students of the *Madrasa* and the Sanskrit College. Including the *Madrasa* and the Sanskrit College students the total average monthly number of students undergoing instruction in the Presidency College was 752, as against 923 in 1905-06.

The staff.

100. On the 31st March 1907 the staff consisted of a principal, 20 professors, 2 lecturers, 5 demonstrators, 9 laboratory assistants, 4 student assistants, and one gymnastic instructor. The number of professors quoted includes the two officers mentioned in paragraph 318 of this report, who were recruited in Europe for the training college schemes, but who are being employed temporarily at the Presidency College. The number of professors in the Indian Educational Service sanctioned for the college is 10 (including the principal); on the date just referred to there were 6 such professors only.

Cost.

101. The gross expenditure on the college during 1906-07 amounted to Rs. 2,35,511, as against Rs. 2,20,687 in the preceding year. These figures include the cost of the commercial classes. The increase is mainly due to an increase in salaries in consequence of the recent re-organisation of the Provincial and Subordinate Educational Services. The receipts from fees and fines, together with the contributions from the Mohsin fund on account of the fees of Muhammadan students, amounted during 1906-07 to Rs. 93,352, as against a sum of Rs. 1,05,985 realised from fees during 1905-06. The decrease is due to the fact that in the interests of efficiency admissions were more restricted. The nett cost to Government during 1906-1907 of the college and the attached commercial classes was Rs. 1,42,159. The total cost of educating a student was during the year Rs. 344, and the cost to Government Rs. 208.

Examinations.

102. In 1906 the college sent up 114 candidates for the M. A. examination; 54, or 47·3 *per cent.*, were successful, 5 gaining first classes. At the B. A., B. Sc. and F. A. examinations in 1906 the college passed 38, 67, and 52 *per cent.* of the students, respectively. Two first classes were gained at the B. A. examination (A course) and 10 at the F. A. examination. At the B. A., B. Sc., and F. A. examinations in 1907, 34, 53, and 50 *per cent.*, respectively, of the students of the college who appeared were successful; 25 first classes were obtained, 19 in the F. A. examination, 3 in the B. A. examination (B course) and one in the B. Sc. examination.

The astronomical and biological laboratories.

103. The astronomical laboratory has been considerably developed during the quinquennium under review. In 1903-04 a sum of Rs. 12,000 was contributed for the purchase of telescopes and other apparatus, and a temporary staff consisting of a demonstrator and 3 student assistants was sanctioned. A biological laboratory was opened in September 1900 with six students. In December 1906 there were 102 students, 45 studying physiology and 57 botany. Mr. Mahalanabis has been in charge of this laboratory since it was started; a laboratory assistant was added in 1905. This department has entirely outgrown the accommodation allotted to it. The proposals for its further development are stated below.

The geological class.

104. The number of students studying geology and mineralogy during 1906-07 at the Presidency College was 45. In 1901 at the suggestion of the present Director of the Geological Survey, who was then lecturer on geology at the Presidency College, a system of student assistants was sanctioned. In 1903 a demonstrator was appointed and more recently the stipends of the student assistants were raised. The laboratory accommodation for these classes is now quite inadequate, and the new regulations of the University have increased the requirements considerably. A geological museum is being got together for the college, but the collection already made can scarcely be utilised for lack of space. Excursions for the practical study of geology are made annually. In 1905-1906 a tour was made through the State of Mayurbhanj, and the geological lecturer emphasises the courtesy with which his party was treated by His Highness the Maharaja. A research student in geology was appointed at the beginning of 1907.

105. A number of papers on chemical research have been contributed during the quinquennium by the professors of the college to the Chemical Society, London, and the Asiatic Society, Bengal. These papers have appeared in the journals of these societies. During 1906-07, eight research scholars were working at the college in addition to the geological research scholar mentioned above. Three of those were conducting researches in chemistry under Mr. Cunningham, two in astronomy under Mr. Little, and three in physics under Dr. J. C. Bose. Research.

106. It has been decided that the Presidency College is to remain where it is. Steps are now being taken to acquire land adjoining the college and the required extensions will be carried out as soon as practicable. In the meanwhile proposals have been submitted to Government for substantially increasing the teaching staff. In the new regulations botany and physiology are regarded as two separate subjects. There will therefore in future be separate departments, one for physiology, the other for botany. To relieve the Principal of some of the administrative work in connexion with the college buildings and grounds, the hostel, the athletic club, the common room, the menial staff, etc., the appointment of a steward has been proposed. The numbers of the college will in future be restricted to about 650 as a maximum. The future of the college.

The Patna College.

107. On the 31st March 1907 there were 120 students on the rolls of the college; of these 75 *per cent.* were Biharis, the balance being Bengalis. Classified according to religion, 73 *per cent.* were Hindus, 25 *per cent.* Muhammadans, and 2 *per cent.* Brahmos. The monthly average roll-number during 1906-07 was 156. This is the highest figure recorded since 1902-03, but the monthly average during the previous quinquennium (1897—1902) was 242. The decrease has been due to the prevalence of plague in Patna during the quinquennium under review. Students.

108. The staff during 1906-07 consisted of a principal and seven professors. In addition to these there were two teachers of the collegiate school who worked for some of their time in the college and one laboratory assistant who helped with the teaching of mathematics. Before 1890 there were sometimes as many as six European professors at the college, but, as explained in paragraph 96 above, as a result of the re-organisation of 1896, a principal and two professors were the only officers in the Indian Educational Service allowed to the college. For the last two years the Principal has been the only Indian Educational Service officer serving at the college. The staff.

109. The total cost of the college during 1906-07 was Rs. 49,917; the cost to Government was Rs. 36,857. The total cost of educating a student was Rs. 322; the cost to Government was Rs. 238. Cost.

110. Three students of the college were sent up for the M.A. examination of 1906; of these two were successful. Forty-two candidates were sent up for the B.A. examination, but three only passed, none obtaining honours. For the F.A. examination 61 were sent up and 70 *per cent.* were successful, nine passing in the first division. Examinations.

111. As regards the general progress of the college during the quinquennium Mr. Russell, the Principal, writes as follows:— General progress.

"It may be claimed for the Patna College that during the past five years it has made some appreciable advance in the direction of what is now universally recognised as the ideal at which our colleges should aim. It has done much to free itself from the reproach frequently levelled against Indian colleges that they are merely places at which lectures are delivered and certificates of attendance issued. Lectures have now been supplemented by a system of monthly examinations, which has become a very important factor in the work of the college. It was instituted by Mr. Macdonell in 1903. The marks obtained in these examinations are a real and tolerably searching test of the work done by students throughout the year. It is an innovation which has certainly had some effect in improving the methods and standard of work, and in eliminating from the college a certain class of students (formerly too common) who rely on a few months of severe cramming before the examinations to make up for two years of indolence. Other sides of college life have been developed in connexion with the students' common room. This was instituted and given

a vigorous start by Mr. H. R. James in 1905. During the past year a system of compulsory games and drill has been introduced and has worked very successfully. Temporary hostels have been opened in connexion with the college, pending the construction of new permanent hostels on the land which has now been acquired for the purpose."

The future of the college.

112. In a note on the future working of the college written at the beginning of this year Mr. Jackson reviewed its prospects as follows:—

"When the improvements in the Patna College, which are now being carried out by Government, are completed, this college will be the first Government arts college in Bengal to possess, in anything like a complete form, the "essential elements of a residential college"—buildings, houses for professors and students, playing fields, gymnasium, common rooms and library, athletic and social organisations. For various reasons it does not appear that any other college will be able to develop, for several years at any rate, these essential features as fully and completely as the Patna College. This college starts therefore with a great advantage over all others."

The future staff.

113. Proposals for providing the college with an adequate and efficient staff are now before Government. Physics and chemistry will be taught in combined laboratories for the Patna College, the Temple Medical School and the Bihar School of Engineering. This proposal was originally put forward by Professor Ramsay of University College, London, on the occasion of his visit to Patna in 1901. The college is affiliated up to the B. Sc. standard.

The new buildings.

114. The improvements which are in process of development in connexion with the college were outlined in paragraph 60 of the Report on Public Instruction in Bengal for 1905-06. As regards the progress during the year under review Mr. Russell in his report writes as follows:—

"The extension scheme has rather been hanging fire partly on account of complications which have been introduced by the requirements of the new University Regulations in regard to the teaching of science. The final details of the site and plans for new laboratories have not yet been settled. Land, however, has been acquired between the college and the Bihar School of Engineering; and the site of the Minto Hindu hostel has been fixed. It is anticipated that the work of building this hostel and the new laboratories will shortly begin. The Muhammadan hostel and quarters for superintendents will be the next work to be undertaken."

The Ravenshaw College, Cuttack.

Students.

115. There were 158 students on the rolls of the college on the 31st March 1907. The average monthly number during the year was 133. In September 1903 there were over 200 students on the rolls, but at the end of that year a severe outbreak of cholera occurred which created a panic. The college has not yet recovered the position of that year, but it is steadily gaining ground. The numbers were higher last year than they were at the opening of the quinquennium under review. The percentage of Uriya students during 1906-07 was 52·5; in 1901-02 it was 64·2. The number of domiciled Bengalis attending the college has increased during the quinquennium. The number of students on the rolls on the 31st March 1907 included 4 Muhammadans and 2 Native Christians; the rest were all Hindus.

The staff.

116. The staff of the college consists at present of a principal and 7 professors who are assisted by one of the teachers of the collegiate school. No officer of the Indian Educational Service is employed at the college.

Cost.

117. The total cost of the college during 1906-07 was Rs. 31,914; the cost to Government was Rs. 23,766. The total cost of educating a student was Rs. 240; the cost to Government was Rs. 179.

Examinations.

118. The results during the quinquennium have been as follow:—The F.A. examination, 297 candidates sent up of whom 134 or 45 *per cent.* were successful; the B.A. examination, 164 candidates sent up, of whom 42 or 26 *per cent.* were successful.

Muhammadans at the college.

119. The number of Muhammadan students attending the college has decreased during the quinquennium. Mr. B. V. Gupta, the Principal, observes that very little progress in this respect can be expected until a Muhammadan hostel is provided. The provision of such a hostel is now under consideration.

The location of the college.

120. The removal of the college from its present site was mooted during the quinquennium under review. It has now, however, been definitely decided that the college shall remain where it is, and that the collegiate school shall be removed from the college premises.

121. Proposals for strengthening the college establishment have been submitted to Government. The college deserves special consideration, as it has to meet the needs of the Uriya-speaking people and of the Chiefs of the neighbouring Feudatory and Tributary States. For the present it is not proposed that science should be taught at the college beyond the intermediate stage. The branches of science taught up to that stage will be physics, chemistry and botany. The future of the college.

The Hooghly College.

122. On the 31st March 1907 there were 163 students on the rolls of the college; of these 145 were Hindus and 18 were Muhammadans. On the corresponding date in 1902 the number stood at 117. The attendance at the college has in fact been more than maintained during the quinquennium under review, in spite of the fact that no attempt has been made to keep the college up to the standard of modern requirements. The monthly average roll number during 1906-07 was 140. Students.

123. The present staff consists of a principal and 8 professors. One of the teachers in the collegiate school also devotes part of his time to teaching in the college. No officer of the Indian Educational Service is at present employed at the college, but the present officiating Principal is a graduate of Oxford University. The staff.

124. The total cost of the college during 1906-07 was Rs. 32,327. This represents an increase of over Rs. 8,000 on the figures for 1901-02, but the increase is mainly to be accounted for by the re-organisation of the Provincial and Subordinate Educational Services, to which effect was given from September 1905. Previous to the year 1896-97 far more was spent annually on the college, and in the year 1884-85 it cost more than half a *lakh*, *i.e.*, nearly double the cost incurred during 1905-06. The nett cost of the college to Government during 1906-07 was Rs. 21,495. The total cost of educating a pupil was Rs. 231; the cost to Government was Rs. 153. Cost.

125. One student from the college appeared at the M.A. examination of 1906 and was successful. Of the students sent up for the F.A. and B.A. examinations during 1906-07, 50 and 25 *per cent.* respectively were successful. During the quinquennium under review 120 and 44 candidates were successful at the F.A. and B.A. examinations respectively. Examinations.

126. The *mufassal* inspection committee commented on the inadequacy of the class room accommodation at the college. It is proposed that the collegiate school should be removed from the college premises as soon as possible. This change will afford the necessary increase of accommodation. Accommodation.

127. The Hooghly College once ranked next in importance to the Presidency College, and among its *alumni* are men like the late Mr. Justice Dwarka Nath Mitra and Mr. Justice Amir Ali. The Finance Committee of 1886 advocated its abolition, and in 1891 it was decided that, if possible, the college should be handed over to local control. This step was not taken, but it was agreed that in future the staff should consist entirely of men locally recruited. This decision was carried into effect in the re-organisation of 1896. In 1899 a memorial signed by a large number of zamindars, retired Government servants, High Court pleaders and old pupils of the school and headed by Raja Peari Mohan Mukerji, C.S.I., was submitted to Government praying with reference to the decision just referred to that some at least of the staff of the college might be members of the Indian Educational Service. As a result of this memorial the late Sir John Woodburn ordered that arrangements should, if possible, be made by which the services of a member of the Indian Educational Service or a European officer with the degree of an English University should be made available for the post of principal. He stated, however, that no definite promise could be made.

128. Two additional professors are required in order to staff the college according to the requirements of the new regulations, and proposals with regard to the appointment of these officers have been made to Government. Physics and chemistry will be taught at the college up to the B.A. stage on the arts side and on the science side up to the intermediate stage. The future of the college.

The Krishnagar College.

Students.

129. On the 31st March 1907 there were 89 students on the rolls of the college. The numbers have been more than maintained during the the quinquennium under review, but the figures for 1906-07 show a decrease on those of the previous year. This is accounted for partly by the large number of failures at the entrance examination of 1906 and partly by the opening in 1905 of the Ranaghat-Murshidabad Railway, which has made the Berhampore College more accessible to boys of the Krishnagar district.

The staff.

130. The staff at present consists of a principal and 6 professors. Three masters of the collegiate school also teach in the college. No officer of the Indian Educational Service is employed at the college.

Cost.

131. The cost of the college during 1906-07 was Rs. 29,938; the cost to Government was Rs. 23,130. The college has an endowment, the annual income from which is Rs. 1,623. The cost *per* student during the year was Rs. 352; the cost to Government was Rs. 272.

Examinations.

132. One hundred and eighty-nine candidates were presented at the F.A. examination by the college during the quinquennium under review; 94, or just under 50 *per cent.*, were successful. During the same period 75 candidates were presented at the B. A. examination, and 22, or 29 *per cent.*, were successful.

Muhammadans at the college.

133. Throughout the quinquennium under review there has never been at one time more than 1 Muhammadan on the rolls of the college, and at the end of the period there were only 3 Muhammadans on the rolls of the collegiate school. The officiating Principal reports that the Muhammadans of the town and district of Krishnagar cannot afford to give their children a proper education. It was thought that the absence of a Muhammadan boarding house in Krishnagar was partly responsible for the non-attendance of Moslems both at the school and at the college. Accordingly in July 1906 the funds necessary for opening a hostel for them was sanctioned and it was arranged that one of the college *maulvis* should reside in it as superintendent. Up to the close of the period under review no application for accommodation in this boarding house had been received, and the funds sanctioned had not been utilised.

A retrospect of the college's history.

134. The college has had a chequered career. In 1871 Sir George Campbell, who was then Lieutenant-Governor of Bengal, abolished the B. A. classes. In 1876 Sir Richard Temple, who in 1874 succeeded Sir George Campbell, consented to restore the college to its former status, provided that a considerable share of the increased cost was subscribed by the community. A sum of Rs. 40,000 was subscribed and with this endowment the college was re-established on its original footing. The Education Commission recommended the transfer of the college to local management, and it was decided by Government in 1893 that this transfer would be carried out, unless a *lakh* of rupees, or an annual income of Rs. 4,000, could be provided locally in addition to the existing endowment of Rs. 40,000. A committee was formed, and a sum of Rs. 7,000 in donations and annual subscriptions amounting to Rs. 2,200 were promised. In 1894 Government declared that they had no immediate intention of altering the status of the college, but at the same time a warning was conveyed to the endowment fund committee that no expression on the part of the Lieutenant-Governor could bind his successors, and that the assurance then given would have no validity, unless and until a sum of Rs. 5,000 out of the promised donations of Rs. 7,000 had been collected and a guarantee given for the permanent payment of the annual subscriptions promised. Shortly after this the Commissioner reported that a sum of Rs. 5,000 had been collected and that subscriptions amounting to Rs. 2,200 had been promised for three years. It was then ordered that the undertaking of Government to retain the college on its existing footing would not be permanent, unless the subscriptions were guaranteed permanently. The promised donations of Rs. 7,000 have since been collected, and subscriptions amounting to Rs. 2,200 were paid for two years. In the third year subscriptions amounting to Rs. 1,700 were collected; since then no further subscriptions have been realised.

135. The appointment of two additional professors has recently been proposed. Improvement of the staff.

The proposed college at Ranchi.

136. At the beginning of 1906 a scheme for establishing a residential arts college at Ranchi was submitted to the Government of India. That Government was unable to accept the scheme as it stood, and the Local Government was asked to submit further information. In February of this year a modified and less expensive scheme was sent up to the Imperial Government. The original scheme modified.

Arts colleges under board management.

The Midnapore College.

137. The Midnapore College was founded in 1872 and was under the direct management of Government until 1887, when the local municipality was entrusted with its management. Ever since the transfer Government has made an annual grant to the college, and during 1906-07 this grant was increased from Rs. 2,650 to Rs. 5,580. The college has an endowment, the annual income of which is Rs. 1,848. The total expenditure during 1906-07, which amounted to Rs. 9,933, was met as follows:—From Provincial revenues Rs. 5,028, from fees Rs. 3,057, from endowments and other sources Rs. 1,848. The municipality contributed nothing towards the up-keep of the college. The total cost of educating a student amounted during 1906-07 to Rs. 211; the cost to Government was Rs. 107. Management and finances.

138. On the 31st March 1907 there were 40 students on the rolls of the college. The average monthly roll number during the year was 47. The college is a second grade one. Students.

The Diamond Jubilee College, Monghyr.

139. This is a second grade college which was opened in June 1898. Its establishment was the result of a public meeting held at Monghyr in 1897, which decided that the Diamond Jubilee of the late Queen should be celebrated by the foundation of a college. Money was collected and certain landed properties were made over to the college to form an endowment. The annual income from this endowment amounts to about Rs. 1,900. The management was entrusted to a local committee, of which the District Magistrate was president. This committee was not the same as the joint committee to which the management of the *zilla* school had been made over in 1891, but until 1905 there was an intimate connexion between the school and the college, and the latter was largely supported by the diversion of profits made at the former. In 1905 Government resumed the direct management of the school, and the college was placed under the management of a joint committee, which includes the Principal of the college and members of the District and Municipal Boards, both of which bodies make an annual contribution towards its upkeep. Since 1905-06 the college has been shown as under Board management. Previous to that year it was shown as an institution under private management. Management.

140. On the 31st March 1907 there were 16 students on the rolls of the college; the average monthly roll number throughout the year was 15. In 1899 there were 43 students on the college roll, but a virulent outbreak of plague in Monghyr in 1900-01 scared students away from the place. Students.

141. The cost of the college during 1906-07 was Rs. 6,273. This was met as follows:—From District and Municipal funds Rs. 2,150, from fees Rs. 702, from endowments and other sources Rs. 3,421. The total cost of educating a student during the year was Rs. 418; the cost to public funds was Rs. 143. During 1906-07 the college received from the Imperial contribution a grant of Rs. 3,000 for the equipment of its laboratories. Cost.

Private arts colleges.

Statistics and general classification.

142. As explained in paragraph 67 above, 24 private colleges are included in the returns. The Dublin University Mission College, Hazaribagh, which has for some years been in receipt of an annual grant from Government and which has recently received considerable capital assistance from The statistics are not complete owing to the failure of the Dublin Mission College, Hazaribagh, to submit returns.

public funds, has failed to supply any returns whatever. Consequently the college statistics are not complete. This failure on the part of the college authorities is much to be regretted. According to the latest returns, the number of students on the rolls of the college on the 31st March 1906 was 69.

Missionary colleges and indigenous colleges.

143. Colleges under private management may be divided roughly into two classes, (*a*) those under the management of missionary agencies, and (*b*) those which are the result of indigenous effort and are either proprietary or under the management of a committee of Indians. The most important colleges of the first class are the General Assembly's Institution, the Free Church Institution, and St. Xavier's College, Calcutta. Some account of these institutions is given below.

The General Assembly's Institution, Calcutta.

Students and the cost of the college.

144. The total number of students on the rolls of the college on the 31st March 1907 was 427; the average monthly roll number during the year was 436. The total cost of the college was Rs. 54,537. The cost was defrayed as follows:—from Provincial revenues Rs. 9,600, from fees Rs. 20,484, from endowments and other sources Rs. 24,453. The cost of educating a student during the year was Rs. 125.

Progress during the quinquennium.

145. The history of the college during the quinquennium was largely one of endeavour to improve the institution generally. In 1901 a hostel accommodating over 60 students was opened; and as soon as the debt incurred in connexion with this work was extinguished, the college started husbanding its resources with a view to providing a collegiate school apart from the college premises. A school building is now in course of erection. The Rev. A. B. Wann, who was Principal until after the close of the period under review but who has now left India—it is hoped only temporarily—explains that these developments have only been rendered possible by having a large number of students in the college. In 1903-04 the enrolment rose to over 700 and the fee income to over Rs. 33,000. Mr. Wann admits that the classes were then too large for really efficient teaching, and states that the abrupt decline which brought the numbers of the college in 1906-07 to between four and five hundred was a boon in every respect except as regards finance.

The educational aspect of the work.

146. Mr. Wann's criticism of the work of his college from the educational point of view is so interesting that it is reproduced below *in extenso*:—

"I cannot report any decided improvement in the results of our teaching; and indeed I do not expect that there will be any decided improvement until the entrance or matriculation examination is radically altered, and the leading principle for examiners is laid down that they shall only pass such men as show by their attainments fitness for a college course. In spite of the complaints of severity made against the entrance examination of 1906, the bulk of our first year students (who passed that examination) are unable to write correct English on the simplest subject coming into their course. And it is now too late to lay the foundations anew; they should not have been allowed to leave school at their present stage. The staff have personally held examinations, looked over, valued, often corrected, and returned the examination papers with comments. And additional exercises have been given by the staff to be examined, corrected and valued by well qualified graduates, and returned with comments by the teachers. The value of these last we have found to be but small. The actual teachers must do the drudgery of continually drilling and exercise correcting in the merest elements of their subjects, if the majority of the class are to be improved at all. The present entrance examination puts a premium on slovenly school work, and forces the college teacher, if he wishes to improve his class as a whole, to undertake the work and use the methods of the middle English school-master. And however willing he may be in the interests of his students to undertake this, he has not the time."

The Free Church Institution (sometimes known as the Duff College), Calcutta.

Students and cost.

147. On the 31st March 1907 there were 246 students on the rolls of the college; the average monthly roll number for the year was 244. The total cost of the college during the year was Rs. 38,163. The cost was defrayed as follows:—from Provincial revenues Rs. 7,800, from fees Rs. 10,713, from endowments and other sources Rs. 19,650. The total cost of educating a pupil was Rs. 156.

148. With regard to the development of the college, the Rev. A. Tomory, the officiating Principal, has submitted the following observations:— The development of the college.

"Owing to the rapid expansion of the commerce of Calcutta, areas of the city near the river are being more and more utilised for storage purposes. This college, which was planted down 50 years ago in a residential quarter otherwise not well supplied with educational institutions, is now surrounded by jute and oil ware-houses and by the residences of the classes that are attracted by such employments. The street in which the college is situated is far too narrow for the traffic it carries, and the areas to the north and south are very congested. Students from the *mufassal* that come to Calcutta do not by any chance reside in this quarter, and the sons of the residents do not to any extent become University students. The result is that we have been considerably handicapped by our position."

149. Mr. Tomory remarks that the knowledge of English possessed by average students has been so inadequate hitherto that the teaching of English by Europeans has not been as successful as it should have been. As a result colleges in which Bengali gentlemen teach English have attracted more students. Under the new conditions he thinks that it may be expected that students will profit more by the instruction of Europeans. The teaching of English at the college.

The amalgamation of the General Assembly's and the Free Church Institutions, Calcutta.

150. Negociations have for some time been going on with a view to the amalgamation of the General Assembly's and the Free Church Institutions. The object is to produce one really strong Scottish College in Calcutta with a staff sufficient to meet all the requirements of the new University regulations. It is understood that the negociations have been successful, and that an amalgamated college will shortly be opened under the name of the Christian College, Calcutta. One strong Scotch college for Calcutta.

St. Xavier's College, Calcutta.

151. The number of students on the rolls of the college on the 31st March 1907 was 281; the average monthly roll number during the year was 250. The total cost of the college during the year was Rs. 42,000. The following were the sources from which the cost was defrayed:—from Provincial revenues Rs. 5,400, from fees Rs. 10,940, from endowments and other sources Rs. 25,660. The total cost of educating a student was during the year Rs. 168. At the end of the period under review the staff consisted of 11 Jesuit Fathers and 2 Indian professors, *i.e.*, 1 for Sanskrit and 1 for Arabic and Persian. Students, staff and cost.

152. During the last two years the college has developed prominently in two directions. It has increased the accommodation and strengthened the staff of its scientific section, and it has inaugurated an "academy of literature." As regards the first line of development, a physical science hall has been built and the provision for the teaching of chemistry has been increased. Towards these extensions a grant of Rs. 10,000 was made from the Imperial contribution to University colleges. Two Jesuit Fathers who have studied science at the Universities of Louvain and London have been added to the college staff. The Reverend Father O'Neill, S.J., the Rector of the College, gives the following account of the working and objects of the academy of literature:— The scientific section and the "academy of literature."

"It is generally recognised that the great difficulty which University students in India have to contend with is their limited acquaintance with the English language. This defect is to a great extent the cause of a pernicious system of cram. Finding it difficult to express their ideas in a foreign language, they have recourse to wholesale memorising. To obviate this and to familiarise our students with English as a conversational language and to help them at the same time to take an intelligent interest in their English authors and in the literary and social questions of the day, an Academy of Literature, called the Literary Union, was established and has run its course successfully for two years. Each meeting opens with an essay by one of the students, and this forms the subject of a written criticism by another. A general debate follows, and the last item is a speech, a reading, a piece of elocution or a scene from Shakespeare."

Private arts colleges under the management of Indians.

153. The majority of these colleges are private in the sense that schools are called private in England, that is to say, they either are, or were in origin, proprietary institutions, established at the financial risk of an individual. Previous to the introduction of the recent reforms these colleges, both in Calcutta The outlook of colleges which are not backed by the resources of Government or a religious society.

and in the *mufassal*, were carried on under considerable financial difficulties, and a great number of them were largely supported by the profits made at attached secondary schools. From an educational point this policy of working secondary schools at a profit in order to support colleges was absolutely suicidal. It meant sapping just those institutions on the efficiency of which the whole work of the colleges depended. If there is to be any real improvement in collegiate education, the whole standard of secondary education must be raised, and all that a secondary school can earn, and probably more, will be required for its own needs. The practice of working secondary schools at a profit for the support of colleges will probably cease in the ordinary course of events. At any rate the conditions of recognition under the new regulations will necessitate increased expenditure on secondary schools. The outlook of colleges which are not backed by the resources of Government or of some religious society is in fact not a bright one. This aspect of the present situation was emphasised in the report of the Calcutta Inspection Commission. "A rough calculation," they stated, "will show that such colleges even with the most modest pretensions cannot possibly be self-supporting." As means for raising the additional funds required they suggested—

(*a*) an endowment or guaranteed annual subscriptions,
(*b*) an annual grant from the University or the Local Government, and
(*c*) the raising of the fees.

Two of the leading private colleges in Calcutta have applied for annual assistance from the Local Government.

Two colleges under Indian management selected for mention.

154. Three colleges under the management of Indians are selected for special mention, viz., the Krishnath College, Berhampore, the Bangabasi College, and the Metropolitan Institution, Calcutta.

The Krishnath College, Berhampore.

Management.

155. The Krishnath College, Berhampore, was originally a Government College which was in 1887 made over to the management of the Maharaja of Cossimbazar, who undertook the financial responsibility of the maintenance of the college, under a guarantee, up to a limit of Rs. 20,000 a year. This arrangement is secured by a mortgage and consequently in effect the college is provided with a perpetual endowment. In a sense the Maharaja is the proprietor, but the official governing body is a Board of Trustees, of which the Maharaja himself is president. To conform to the new regulations of the University the Board of Trustees have recently formed a committee of management consisting of the members of the Board and the Principal of the college.

Students and cost.

156. On the 31st March 1907 there were 249 students in the college (exclusive of law students). The total cost of the college (exclusive of the law department) during 1906-07 was Rs. 20,940. Towards this sum the amount realised from fees was Rs. 5,541; the balance represents the contribution of the Maharaja. The cost of educating a student amounted during 1906-07 to Rs. 89 only.

Special contributions from the Maharaja.

157. In order to equip the college for work under the new regulations the Maharaja has contributed Rs. 6,500 for the improvement of the college laboratories and Rs. 3,000 for the library. During 1906-07 the college also received from the Imperial contribution to University colleges a grant of Rs. 1,000 towards its library.

The Bangabasi College, Calcutta.

Management. The progress of the college. The opposition of political agitators.

158. The Bangabasi College, Calcutta, was established as a proprietary institution by Mr. G. C. Bose. It was affiliated to the University in 1887. Up to the year 1901-02 it occupied a more or less subsidiary position among the colleges of Calcutta, but in 1902-03 its numbers went up, until there were 775 students on the rolls. During 1902-03 and 1903-04 the college was also very successful at University examinations. During the last three financial years there has been a decline in the numbers of the college, and on the 31st March there were 234 students only on its rolls. Mr. G. C. Bose in a summary of the development of the college during the quinquennium under review,

which he has been good enough to submit, gives the following account of the decline:—

"Since then (*i.e.* the financial years 1902-03 and 1903-04) hard and not always fair competition and canvassing followed, leading to the gradual denudation of the college, to which however a finishing stroke has been given by our pronounced attitude towards the organisation of picketing and boycotting by school and college boys engineered by political agitators who unfortunately wield considerable influence over feeder educational institutions, not only in the metropolis but also in the *mufassal*."

The prospects of the college.

159. The college has recently been placed under the management of a committee. During 1906-07 it received for the equipment of its laboratories a special grant of Rs. 12,000 from the Imperial contribution, and also a grant of Rs. 20,000 from the Local Government towards the liquidation of the debt incurred in the acquisition of the college premises. In the words of the Principal "the college is now passing through a period of crisis," but "it is hoped that with the help of the new regulations in the matter of preserving discipline" and "backed by grants of the kind already received and which may be expected in future" the college "will tide over it successfully."

The Metropolitan Institution, Calcutta.

Foundation and general aim.

160. The Metropolitan Institution grew out of a school which was established by the late Pandit Iswara Chandra Vidyasagara. He developed it into a college endowing it with buildings, a library, and a laboratory, and the institution was affiliated to the Calcutta University in 1879. The object of the founder was to educate young men who were unable or unwilling to avail themselves of the education given in Government or missionary, colleges. He made it a principle to use indigenous agency only. He spent the income of the institution on the institution itself, supplementing it whenever necessary with grants either from the surplus proceeds of the attached school or from his own private purse. Habitually and on principle he made concessions to poor-students in the matter of fees, but discipline was never relaxed nor the standard of efficiency lowered.

Management.

161. Pandit Iswara Chandra Vidyasagara died in July 1891. Since then the management of the college has changed hands more than once. Since 1896 it has been vested in a committee called the College Council.

Present position and future prospects.

162. Of recent years the Metropolitan Institution has been worked at a loss; indeed it has only been kept open by the Principal and professors foregoing portions of their salaries and consenting to work for some years without payment at all in the hope of recovering what was due to them from the Imperial grant to University colleges. The sum of Rs. 16,500 mentioned in paragraph 73 above as having been allotted for arrear salaries represents the Imperial contribution made to recoup the Principal and professors of this college, which also received from the Imperial grant distributed last year Rs. 1,000 towards its library and Rs. 2,500 towards its laboratories. On the 31st March 1907 there were 461 students on the rolls of the college. Its cost during 1906-07 was Rs. 14,960, of which amount Rs. 11,940 was met from fees, the balance being defrayed from endowments and other sources. The financial difficulties which the college has experienced are due largely to the fact that it has always done its best to maintain a high standard of efficiency. The college has now applied for an annual grant from Government, and there seems every hope of arriving at an arrangement which will secure its permanence.

Oriental colleges.

Classification.

Public institutions only find place in this chapter.

163. Following the practice of the Fourth Quinquennial Review, only such oriental colleges as are returned as public institutions (*i.e.*, institutions teaching according to recognised standards) are mentioned in this chapter. Indigenous institutions for the teaching of Sanskrit and Arabic are described in the chapter dealing with private institutions. The only oriental colleges in Bengal which are returned as public institutions are the Sanskrit College, Calcutta, and the Anglo-Arabic Department of the Calcutta *Madrasa*. These institutions are included in the statistics for arts colleges.

The Calcutta *Madrasa.*

164. The Calcutta *Madrasa* is dealt with in the chapter on Muhammadan education.

The Sanskrit College, Calcutta.

Organisation.

165. The organisation of the Sanskrit College is described in paragraph 294 of Mr. Nathan's Quinquennial Review. The general conditions are unchanged. The college is divided into two departments, the Oriental and the English. The Oriental Department prepares students for the first and second Sanskrit examinations and for the Sanskrit title examination. The English Department prepares students for University examinations under arrangements which are described briefly below.

Students.

166. The number of students on the rolls of the college on the 31st March 1907 was 43; the average monthly roll number during 1906-07 was 44.

Staff and cost.

167. The present staff consists of a principal, 3 professors and 6 lecturers. The total cost of the college during 1906-07 was Rs. 31,577; the cost to Government amounted to Rs. 29,901. The total cost of educating a student amounted to Rs. 718; the cost to Government amounted to Rs. 680. The increase in cost during the period under review is marked, the total cost during 1906-07 being in excess of the total cost during 1902-03 by over Rs. 9,000. This is attributed to the recent re-organisation of the Provincial and Subordinate Educational Services, and it must be remembered that the charge for salaries during 1906-07 was abnormal, because the officers who get promotion as the result of the re-organisation drew their enhanced salaries during that year with effect from the 10th September 1905. There has also been a considerable decline in the number of students. On the 31st March 1902 there were 66 students on the rolls, and on the same date in 1901 there were 88 students on the rolls. Consequently the cost to Government *per* student has more than doubled itself during the quinquennium, and in 1906-07 it cost more to educate a student in the Sanskrit College than in any other Government college, the Bethune College excepted. The decline in the number of students is not accounted for.

Examinations in the Oriental Department.

168. During the quinquennium under review the college sent up 52 candidates for the Sanskrit title examination and passed 26, or 50 *per cent.*; for the second Sanskrit examination it sent up 57 candidates and passed 40, or 70 *per cent.*; for the first Sanskrit examination it sent up 24 candidates and 19, or 79 *per cent.*, passed. Students of the Sanskrit Collegiate School are also allowed to compete at the Sanskrit examinations. During 1906-07, 21 students from the collegiate school appeared at the first Sanskrit examination and 5 passed; at the second Sanskrit and title examinations 4 and 5 students appeared respectively. Of the former all passed, of the latter four.

Examinations in the English Department.

169. Students of the English Department of the Sanskrit College who are studying for the F.A. examination attend lectures at the Presidency College in physics, chemistry, physiology and sanitary science. Sanskrit College students who are studying for the B.A. examination are instructed in the Presidency College in all subjects except the Sanskrit honour subjects, lectures on which they attend at the Sanskrit College. Consequently they appear at the B.A. examination as students of the Presidency College. During the quinquennium under review the Sanskrit College sent up 131 candidates for the F.A. examination and passed 65, or just under 50 *per cent.*, while for the M.A. examination it sent up 34 candidates and passed 15, or 44 *per cent.*

The library.

170. The library of the college contains about 4,500 manuscripts and about 12,200 books. A catalogue of the manuscripts is now being printed, but a catalogue of the printed books is very badly needed. The Principal reports that the students are beginning to make more use of the library than formerly.

Progress during the quinquennium.

171. In the year 1903-04 three new lecturers were appointed with a view to developing the teaching of Sanskrit on Western methods. This experiment is reported to have proved a success. In their report on the Sanskrit College the Calcutta Inspection Commission alluded to the practice which had grown up in recent years of requiring that certain questions in the papers at the M.A. examination should be answered in Sanskrit as one which was "calculated to defeat the highest end for which the Sanskrit College was originally

founded, namely to encourage the deepest and soundest Sanskrit learning." According to the new regulations the questions on the prescribed texts in *mimansa* and *smriti*, *vedanta*, *sankhya* and *yoga*, *nyaya* and *vaiseshikha*, and general philosophy include general questions on philosophical topics for discussion in English, or in simple Sanskrit at the option of the candidate.

In summing up the position of the Sanskrit College at the end of the quinquennium under review, the Principal writes as follows:— Difficulties in the way of progress.

"To preserve the prestige of this old institution one thing is of paramount importance. The success of an institution depends not merely on the efficiency of the teaching staff, but also on the merit of its students. Other things being equal, the larger the number of meritorious students a college is able to attract, the greater will be its success. The Sanskrit College, as an Anglo-Sanskrit institution, teaches a Sanskrit course in addition to that prescribed by the University, and its students are awarded local scholarships as a set-off against this additional burden. But the good effect of this principle is more than counterbalanced by the following practices which are in force:—

(1) No Sanskrit College scholarship can be held along with any other Government scholarship awarded on the results of the University examinations. This rule practically deprives this college of the best students who find no special inducements to prosecute their additional Sanskrit studies here.

(2) The students of this college, who are trained in studying Sanskrit on Western methods and subsequently take to the teaching line, are generally held at a discount in the field of appointments, as may be seen from the following quotation from paragraph 90 of the Report of the Indian Universities Commission of 1902:—

'We have noticed that the teachers of Sanskrit are not always regarded as on a level with, and are usually paid at a lower rate than, the professors of other subjects. This circumstance is to be regretted and could not exist, if only properly trained teachers were employed.'

As recommended by the Commission, the question of improving the status of the students of this College deserves special consideration, as this will add to the prestige of the college and increase its popularity."

The questions raised by the Principal will receive careful attention.

172. The Sanskrit College received a handsome legacy in 1905 under the will of the late Sreemutty Nistarini Dassee, widow of the late Babu Bolye Chand Dutt. A sum of Rs. 51,500 invested in Government paper has been made over to the Treasurer of Charitable Endowments, Bengal, and the income, which amounts to Rs. 150 a month, will go towards the maintenance of 25 students of the college who will reside in a house in Collootolla Street which has also been bequeathed to the trust. The fund is known as the "Sreemutty Nistarini Dassee Fund." The Sreemutty Nistarini Dassee Fund.

Proposed board of examiners for the Sanskrit examinations.

173. In paragraph 68 of the report on public instruction in Bengal for 1905-06 it was stated that the question whether representative persons should not be associated with the Principal of the Sanskrit College in the superintendence of the several Sanskrit examinations was under consideration. This question was considered at a conference of Sanskritists and others interested in Sanskrit learning which was held just after the close of the period under review. As a result of this conference proposals for the constitution of a board of examiners for the Sanskrit examinations both in Bengal and in Eastern Bengal and Assam have been submitted to Government. Proposals submitted to Government.

Scholarships.

The junior and senior scholarships.

174. In paragraph 65 of the report on public instruction in Bengal for 1905-06 the circumstances under which the value of the junior and senior scholarships were reduced were explained. Not only was the value reduced, but 18 junior scholarships were taken away from the regular line and reserved for award at the final examination of the B and C classes. In the paragraph of last year's report referred to above allusion was made to the question of the restoration of the scholarships to their original number and value, and it was stated that the matter was being referred to Government. As a result of this reference the junior and senior scholarships have The restoration of the senior and junior scholarships to their original number and value.

been restored to their original number and value with effect from the 1st June 1907. Similar action has been taken by the Government of Eastern Bengal and Assam.

Research scholarships.

Scholarships for the encouragement of original research.

175. In 1900 the Government of Bengal instituted three annual post-graduate scholarships for the encouragement of original research in some branch either of science or arts. One of these scholarships has been transferred to Eastern Bengal and Assam. No student is eligible for one of these scholarships unless he has passed the M.A. Examination of the Calcutta University or obtained some equivalent or higher degree. The value of each scholarship is Rs. 100 a month and the scholarships are tenable for a maximum period of three years. At the end of the period under review nine research students were working at the Presidency College, Calcutta.

Graduate scholarships.

Endowed scholarships at the Presidency College.

176. There are 11 endowed scholarships attached to the Presidency College, Calcutta, viz., 2 of Rs. 50 a month, 4 of Rs. 40 a month, 2 of Rs. 30 a month, and 3 of Rs. 25 a month. These are tenable for one year by bachelors, either of arts or science.

Endowed scholarships for Muhammadan graduates.

177. There are three *Madrasa* graduate scholarships of Rs. 20 a month tenable for one and-a-half years at any college in Bengal. There is also one Mohsin graduate scholarship of the value of Rs. 25 a month tenable for one year.

Graduate scholarships at *mufassal* colleges.

178. There is one scholarship of Rs. 25 a month tenable for one year by a student who has graduated from the Hooghly College and a scholarship of Rs. 15 a month similarly tenable by a student who has graduated from the Patna College.

Need for more graduate scholarships.

179. It is not proposed, to start with at any rate, to make provision at the Government *mufassal* colleges for honours courses or for the courses which lead up to the M. A. or M. Sc. degree. The only exception will be the Patna College, where arrangements will be made at once for M. A. classes in Persian. If at other *mufassal* colleges it is found that the staff can without neglecting the pass men prepare students for honours courses, there will be no objection to this being done, and when a *mufassal* college shows that it can teach successfully the pass courses of the new regulations then it may be considered how far an increase of the staff for honours work and M. A., or M. Sc. classes would be justifiable. To begin with it is not desirable to be too ambitious. In these circumstances, however, some system is clearly required whereby poor but promising students of the *mufassal* colleges should be enabled by means of scholarships to take up the M. A. and M. Sc. courses at the Presidency College, and proposals for creating scholarships for the purpose are under consideration.

The purchase of scientific apparatus.

The inconvenience of the system at the present juncture.

180. The system of indenting for scientific apparatus to which reference was made in paragraphs 64 and 135 of the report on public instruction in Bengal for 1905-06 still continues. In the re-equipment of laboratories to meet the requirements of the new regulations, which is not a matter which admits of indefinite delay, the system is causing the greatest inconvenience. Reference to this matter will also be found in paragraph 434 of this report.

General remarks.

The financial aspect of the present situation must not be overlooked.

181. During the last five years so much has been written and said about University education in India, that further observations do not appear to be called for, more especially as the actual working of the reformed system has scarcely begun. It would, however, perhaps be well to emphasise one aspect of the present situation, which, though an obvious one, is sometimes apt to be overlooked in moments of reforming enthusiasm.

182. The aspect referred to is the financial one. The history of all English education in India ought to have taught us at least one lesson, and that is that there is a *minimum* cost below which a genuine article is not to be obtained. For a University college, if it is to impart an education which is genuine,—and the counterfeit in education is always a snare most deadly to its victims,—there is a certain standard of cost, and that standard is a great deal higher than that which the old order required.

There is a standard of cost below which genuine collegiate education is not obtainable, and that standard has risen considerably.

183. The question for the future is, if a system of University colleges as extensive as the present is to be maintained and developed in efficiency, as that is now understood, whence will the necessary funds be forthcoming? Government is doing, and doubtless will do, all it can, but, while there is practically no limit to what might be spent, and spent with advantage, on education in its various branches, there is a distinct and practical limit to the resources which Government can make available. We have seen how largely an average English Provincial college is supported by endowments. India is a poor country and it may be therefore that any considerable raising of the fees for collegiate education would deprive of its benefits just those who are likely to profit by them most; but there are rich men in Bengal, and it is not perhaps too much to hope that wealthy Indians will contribute towards the development of this branch of education in the Province.

Will the necessary funds be forthcoming for the maintenance and development of a sound system of collegiate education? If so, whence?

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

184. The vernacular system of education, which was inaugurated under the Government of Bengal Resolution No. 1, dated the 1st January 1901, prescribed an infant class with three sections and six standards. How these standards were to fit in with the arrangement of classes, which then obtained in the various types of schools and which survives to a considerable extent to the present day, cannot be briefly explained, except by the following table:—

The vernacular system of education.

High school on a vernacular basis.	Middle school.	Upper primary school.	Lower primary school.	New standards under Government Resolution No. 1 of the 1st January 1901.
1	2	3	4	5
Class I (Entrance class)	.....	.....	.....	.....
Class II ...	.....	.....	.....	.....
Class III ...	.....	.....	.....	.....
Class IV ...	.....	.....	.....	.....
Class V ...	Class I ...	.....	.....	Standard VI.
Class VI ...	Class II ...	.....	.....	Standard V.
Class VII A ...	Class III ...	Class I ...	.....	Standard IV.
Class VII B ...	Class IV ...	Class II ...	.....	Standard III.
Class VIII A ...	Class V ...	Class III ...	Lower primary class.	Standard II.
Class VIII B ...	Class VI ...	Class IV A ...	A class ...	Standard I.
Class VIII C ...	Class VI A ...	Class IV B ...	B class ...	Third year of Infant class.
Infant class ...	Class VI B ...	Class IV C ...	C class ...	Second year of Infant class.
Infant class ...	Class VI C ...	Infant class	Infant class	First year of Infant class.

185. Under existing conditions the upper primary standard (standard IV) represents the limit of what is called primary education. Consequently secondary education is imparted by the two highest classes of a middle school, and by the six highest classes of a high school. Now the Government Resolution, to which reference has been made above, laid down that in all the six standards which it prescribed the vernacular must be the medium

The dividing line between secondary and primary education.

of instruction. English was, however, allowed as a second language in middle and high schools in the classes which correspond to standards III to VI of the vernacular system. As a result of these arrangements there are two types of middle schools—(1) those that teach English as a second language in the four highest classes, and (2) those which do not teach English at all. The former are called middle English schools, the latter middle vernacular schools, and both are held to be imparting secondary education in the two highest classes. These two classes are sometimes called the middle stage and sometimes the lower secondary stage.

186. The logic of this arrangement has been criticised; for in the first place under existing conditions primary education ends at no definite stage marked by a public examination at which certificates are awarded. As pointed out in paragraph 73 of the report on public instruction in Bengal for 1905-06, the so-called "primary examination" is not held until the end of the middle vernacular course. Further, the term "secondary education" bears a more or less distinct meaning which has recently been fixed by the English Board of Education, and it is certainly open to question whether any part of the course up to and inclusive of standard VI, even though it does include the teaching of English, has any claim to be considered secondary. On this point Mr. Küchler, Inspector of Schools, Bhagalpur Division, writes as follows:—

"It is doubtful whether the line between primary and secondary education has been drawn at the proper stage. When we consider that the end of the lower secondary stage can be reached at the age of twelve, it would certainly appear more appropriate that this stage should be regarded as still belonging to primary education, and that the term 'secondary' should be reserved for that education which is at present given through the medium of English. In the same way only high schools should in future be called secondary schools. The mere fact that English is taught in a school does not entitle the latter to be called a secondary school, but merely indicates that the instruction it is giving is preparatory to a course of secondary education."

187. In the last annual report, in the paragraph to which reference has just been made, it was stated that it would be consistent to consider middle vernacular schools as primary, and a reference was made to the Bombay Presidency, in which it was alleged that this grading was in force. The position in the two Provinces is not, however, precisely similar, because in Bombay primary and secondary education are regarded as things apart, whereas under existing conditions in Bengal the secondary stage is regarded merely as a prolongation of the primary. In Bombay the primary schools give a complete vernacular education, and the pupil who is going through a complete course of school education passes first of all through the first four standards of a vernacular school and then joins a secondary school. Consequently in Bombay the line of division falls naturally between vernacular and English schools; whereas in Bengal we have two classes of schools which practically differ in only one respect, namely that one class teaches English as a second language, while the other does not. It is certainly open to question whether a classification which raises the instruction given in the two highest classes of certain middle schools to the category of secondary, simply because the teaching of English is included, is sound, and there is a good deal to be said for Mr. Küchler's proposal that the term "secondary" should be reserved for that education which is at present given through the medium of English.

The curriculum of a high school.

188. Connected with this question is one which has recently been attracting a good deal of attention, namely, what should be the curriculum of a complete high school. Its goal is at present, and probably will continue for some time to be, the matriculation examination of the University of Calcutta, but many feel that this domination of the matriculation examination over the four highest classes of all high schools exercises a most deleterious effect on the work of those schools. They are also of opinion that a high school curriculum ought to be worked out not entirely with reference to any external examination, but on educational considerations and with reference to the needs of the communities which use secondary schools. If this principle is admitted, then two further questions arise, namely, (1) at what stage the complete high school should receive pupils, and (2) over how many years should the high school curriculum, drawn up as such, extend. The two questions are not the same. The former is mainly a matter of practical convenience, while the latter is

one of educational principle and really depends on the further question whether children who are going to carry on their school education up to the end of the high school stage, should study as preparatory to that stage the same course as that taken by those who are going to end their school education at the end of the middle stage.

189. The question of the dividing line between secondary and primary education is further complicated by the proposed abolition of fees for primary education, in connexion with which the Government of India have remarked as follows:— The effect of the proposed abolition of fees for primary education on the question of the grading of schools.

"It is not intended to include the primary departments of secondary schools. The practice in respect of the division between primary and secondary education throughout India is not uniform. In Bombay the secondary schools have no primary departments, and all pupils begin their studies in the primary vernacular schools, whereas in other provinces the secondary schools are commonly found to possess primary departments, and it is usual for a child who intends to proceed to the secondary stage to begin in the primary department of a secondary school, though it is also open to him to begin in a vernacular primary school and proceed thence to a secondary school. It may be that some of these primary departments are separately situated and are under separate management, but if they are by their curriculum distinguished from the ordinary vernacular primary school and are preparatory to the secondary school course, they should for the present purpose be reckoned as part of the secondary school system, and fees should be charged as at present. If on the other hand they are indistinguishable from the ordinary vernacular schools and are in practice open to all who desire a merely vernacular education, they should be reckoned as primary schools and should be free."

190. Now the principle enunciated by the Government of India appears to be that education which is purely vernacular should be regarded as primary, whereas the curriculum of a primary department in which English is included and which is arranged partly with a view to a course of instruction beyond it should be regarded as a part of the secondary school system. The former is to be free, whereas for the latter fees are to be charged even in those classes of the primary department which impart instruction precisely similar to that imparted in the primary classes of purely vernacular schools. Now Government has with its resolution No. 1028T.G., dated the 10th June 1907, recently published a syllabus which is to hold good for the infant class and standards I and II of all classes of schools. It is therefore presumed that the instruction imparted in the earliest or lower primary stage, as it is now called, will be practically the same for all, and the question which arises is whether people will pay to have their children instructed in the lowest classes of a high or middle English school, when they can have them taught the same course in a vernacular school free. Vernacular education to be free.

191. Since the introduction of the vernacular system the lower classes of high schools have been notoriously ill-attended, and their existence has proved a great drain on many schools. This has been accounted for partly by the fact that the syllabus prescribed for such classes did not appeal to the public, and it is hoped that the revised syllabus for the infant class and for standards I and II provides a course of study which is educationally sounder. But it is one thing to say that a curriculum is educationally sound and another thing to say that it will appeal to people of such conservative ideas in the matter of education as the inhabitants of Bengal; and it is quite possible that persons to whom the absence of fees is not a very great attraction will continue to send their children for their earliest instruction to private schools, as is now to a great extent their practice. In that case it is possible that the attendance in the infant section and standards I and II of high schools will continue to be small, and that in these classes in middle English schools, in which fees are also to be levied, it will be even smaller. Mr. Stark, Inspector of Schools, Chota Nagpur Division, is strongly of opinion that standard III should be the lowest class of high and middle English schools, and he thinks that by the abolition of the classes below this these schools will be relieved of a considerable burden, while the public will lose nothing. This proposal seems to be worth considering; and, though under present conditions it would seem desirable that the best high schools should teach the whole curriculum, it does not seem advisable that all high schools should feel it incumbent on them to provide the three lowest classes irrespective of whether there is any considerable demand for them or not. Should the lowest classes be provided in high schools?

A curriculum might be drawn up for high schools.

192. These considerations do not affect the question whether the curriculum for the classes in high schools, corresponding to standards III to VI, should be the same as that followed in other classes of schools or not. This point cannot be considered here. For the present it is merely observed that perhaps the most logical and simplest procedure would be to consider the curriculum of a high school from standard III upwards as forming a complete whole which can be divided into two sections—(*a*) the preparatory section comprising standards III to VI, (*b*) the upper section, comprising classes I to IV. Whether in the event of some such arrangement as this being carried out pupils who are being instructed in the two highest classes of the preparatory section of a high school or in the two highest classes of a middle English school should be considered to be undergoing secondary or primary education is a matter which is only important from the point of view of statistics. It would seem, however, to be both more convenient and more logical that all these pupils should be ranked as undergoing primary instruction.

The scope of the chapter defined.

193. For the purposes of the present chapter the previous classification is adhered to and the scope of the chapter is therefore the secondary stage of instruction as at present defined. In other words the chapter takes into consideration the pupils under instruction in classes above the fourth standard in all schools for Indian boys. Europeans reading in European schools are entirely excluded from its scope, as also girls reading in schools for girls. Three hundred and sixty-four girls and five Europeans were reading in secondary schools for Indian boys at the end of 1906-07.

Girls and Europeans in secondary schools for Indian boys.

Secondary schools.

General statistics of English and secondary vernacular schools for boys.

194. One thousand four hundred and forty-one secondary schools for boys were returned for the year 1906-07, and of these 1,032 were English and 409 vernacular schools. The only feature calling for special remark, which a comparison of these figures with those for the four previous quinquennia reveals, is that a steady and continuous increase in the number of English schools has been accompanied by a proportionate decrease in the number of secondary vernacular schools. This decrease was referred to in paragraph 73 of the last annual report as being the inevitable outcome of the small value which attaches to a purely vernacular education. It remains to be seen how far the proposed abolition of fees for purely vernacular education will, if carried out, increase the demand for it, and if so, how this increased demand will affect attendance at middle English schools. The quinquennium under review saw the establishment of 30 new high schools and 52 middle English schools.

Number of English schools for boys *per* district in each Division of the Province.

195. The average number of English schools varies considerably in different parts of the Province. The Burdwan Division heads the list with an average of 67 English schools *per* district; next comes the Presidency Division (excluding Calcutta) with an average of 61·2; then Patna with an average of 12·7; then Bhagalpur with an average of 12; then Orissa (excluding the Feudatory and Tributary States) with an average of 11·8; and last Chota Nagpur with an average of 10·2. Calcutta has 80 English schools, and the 17 Tributary States of Orissa with which this report deals possess 16 such schools.

Average strength of a high school, a middle English school and a middle vernacular school.

196. The following table represents the average strength of the various classes of secondary schools at the close of the last four quinquennia:—

Years.	High schools.	Middle English schools.	Middle vernacular schools.
1906-1907	201	69	60
1901-1902	218	71	57
1896-1897	210	72	61
1891-1892	207	67	60

Cost of an English school.

197. The average monthly cost of an English school during 1906-07 was Rs. 188·2, as against Rs. 175·83 in 1901-02. In paragraph 74 of the report on public instruction in Bengal for 1905-06 reference was made to paragraph

316 of the Fourth Quinquennial Review, in which the monthly cost of an English secondary school in Bengal is quoted at Rs. 191. The difference between this figure and the figure cited for 1901-02 above is to be accounted for by the fact that the former was calculated on the area of the Province of Bengal as it was previous to the partition, whereas the latter is calculated on the present area of the Province. The average monthly cost of a high school during 1906-07 was Rs. 383·8, as against Rs. 356·5 in 1901-02; while that of a middle English school was Rs. 69·4 in 1906-07, as against Rs. 65·6 in 1901-02.

Cost of a middle vernacular school.

198. The average cost of a middle vernacular school during 1906-07 was Rs. 45·09 a month, as against Rs. 38·49 a month in 1901-02.

English schools for boys according to management.

199. The number of Government high schools has increased by one since the close of the last quinquennium; and the tendency to make over to private management the control of institutions of this class which appears from a comparison of the figures for 1891-92 with those for 1896-97 has now been checked. As explained in paragraph 320 of the Fourth Quinquennial Review, the previous policy of the Government of India was to withdraw wherever possible from the direct management of secondary schools. This policy was set forth in a Resolution of 1894, but, in commenting on the Review of Education for the quinquennium ending 1893-97, the Government of India recognised that there were strong arguments against complete withdrawal, inasmuch as the Government schools should serve as models to the remainder. The most recent pronouncement of the Government of India on this point is that set forth in their letter on the improvement of secondary education, namely that there should be a Government high school in each district.

Secondary vernacular schools according to management.

200. During 1906-07 there were 127 middle vernacular schools under public management and 282 under private management. The declining popularity of these institutions has already been mentioned. During the quinquennium under review there has been a decrease in the number of these schools under public as well as under private management, but, as might be expected, the decrease has been proportionately greater in the number of schools under private management.

Aided and unaided English schools.

201. In 1906-07 there were 938 English schools under private management, viz., 347 high and 591 middle English schools. Of the 347 high schools 182 are returned as aided and 165 as unaided. Four hundred and eighty-seven middle English schools are returned as aided and 104 as unaided.

202. In Mr. Nathan's Quinquennial Review, paragraph 323, the large increase in unaided schools which took place throughout India during the quinquennium then under review is noted, and it is observed that Bengal shows the largest gain, namely 93. As may be gathered from the figures quoted above the increase in the number of English schools has been more than maintained during the quinquennium which is now under consideration, but it is entirely confined to high schools, and even in respect of high schools the proportion of aided to unaided has been fairly well maintained during the last fifteen years. This is shown as follows:—

203. In 1906-07 aided high schools represented 52·45 *per cent.* of the total number of high schools under private management; in 1901-02 these schools represented 53·14 *per cent.* of the total, in 1896-97, 53·12 *per cent.*, and in 1891-92, 56·54 *per cent.* Thus, during the last fifteen years the percentage of aided high schools has decreased by 4·09 and the percentage of unaided high schools has increased by precisely the same figure. As regards middle English schools the number of aided schools has increased considerably during the last fifteen years, while the number of unaided schools has decreased.

Aided and unaided middle vernacular schools.

204. In 1906-07 there were 282 middle vernacular schools, of which 246 were aided and 36 unaided. There has been a steady decrease in the number both of aided and unaided institutions, but the proportion of aided to unaided schools has been more than maintained during the last fifteen years.

Statistics of pupils.

Pupils in secondary schools and in the secondary stage of instruction.

205. The scope of the chapter is, as explained above, the secondary stage of instruction, and it deals with all pupils under instruction in all classes above the fourth standard in all schools for Indian boys. Following, however, the procedure of the Fourth Quinquennial Review, the total number of pupils reading in secondary schools for Indian boys is also examined. The pupils of English and vernacular secondary schools are treated separately.

Pupils in English schools.

206. At the close of the quinquennium under review 1,22,937 pupils were returned as attending secondary English schools. This figure indicates an increase of 31,529 since 1891-92 and of 2,337 since the close of the last quinquennium. The distribution of these totals between high and middle English schools shows that the number of pupils attending high schools increased in the ten years which elapsed between 1891-92 and 1901-02 by 20,779, but that during the quinquennium under review there has been a decline of 37. The figures for middle English schools show an increase since 1891-92 of 10,760, and an increase of 2,374 since 1901-02. The figure quoted for pupils attending high schools in 1906-07 includes 4 girls, while that quoted for middle English schools for the same year includes 197 girls.

Pupils in middle vernacular schools.

207. The returns for 1906-07 show 24,350 pupils as attending middle vernacular schools. During the last ten years the number of pupils attending these schools has decreased by 11,291. One hundred and sixty-three girls are returned as having been in attendance in middle vernacular schools for boys during 1906-07.

Number of boys in the secondary stage of instruction in English schools.

208. The number of pupils reading in English secondary schools for boys who were in the secondary stage of instruction amounted at the end of 1906-07 to 60,616. This figure may be further sub-divided into 32,965 pupils in the high stage and 27,651 pupils in the middle stage. Out of every hundred boys studying in English secondary schools, 27 were studying in the high stage in 1906-07, as against 19 in 1901-02. If these figures are compared with the population statistics collected at the last census, it appears that 1 in every 67 boys of a school-going age was in the secondary stage of instruction in an English secondary school during 1906-07, as against 1 in every 76 in 1901-02.

Number of boys in the secondary stage of instruction in vernacular schools.

209. At the end of 1906-07 the number of pupils in the secondary stage of vernacular schools was 3,777, as against 5,180 at the end of 1901-02. If these figures are compared with the statistics for the male population, it appears that one in every 1,074 boys of a school-going age was in the secondary stage of vernacular instruction during 1906-07, as against one in every 756 in 1901-02. The figure quoted for Bengal for 1901-02 by Mr. Nathan in paragraph 410 of his Review was one in every 830. The difference is accounted for by the change of area to which reference has already been made.

Expenditure.

General statistics of expenditure.

210. The total expenditure on secondary schools for boys amounted in 1906-07 to Rs. 25,43,105. This means an increase of between $4\frac{1}{2}$ and 5 *lakhs* during the last ten years and of nearly 3 *lakhs* since the close of the previous quinquennium. The amount returned as having been spent on high schools during 1906-07 is Rs. 17,96,341, which means an increase of over $2\frac{1}{2}$ *lakhs* since 1901-02 and of over $4\frac{1}{2}$ *lakhs* since 1896-97. The figures returned for expenditure on middle English schools show an increase of about sixty-six thousand rupees during the last ten years and an increase of about seventy thousand rupees since the close of the previous quinquennium. The amount spent on these institutions in 1906-07 is returned as Rs. 5,34,422. The expenditure on middle vernacular schools during 1906-07 is returned as Rs. 2,12,342. This means a decrease of over half a *lakh* as compared with the expenditure in 1896-97 and a decrease of just over a quarter of a *lakh* on the expenditure returned for 1901-02. As a result of a rough computation it is estimated that out of the total amount returned as spent on secondary schools during 1906-07, Rs. 16,47,000 may be regarded as having been spent on secondary departments and Rs. 8,96,000 as having been spent on primary departments.

211. It is estimated that during 1906-07 the annual cost of educating a pupil in the various classes of secondary schools was as follows:— Cost of educating pupils in secondary schools.

	Rs.
In a high school	24·9
In a middle English school	14
In a middle vernacular school	8·7

The cost in 1901-02 was calculated to be—

In a high school	23·9
In a middle English school	13·6
In a middle vernacular school	8

212. The various sources from which the money spent on secondary education is obtained may be divided under the two main heads of public and private funds. If our scrutiny is for the moment confined to this division, it may be observed that towards the present expenditure of Rs. 25,43,105 contributions from public funds amounted to Rs. 5,58,303, as against Rs. 19,84,802 from private funds. Contributions from public funds in 1901-02 amounted to Rs. 4,17,136, as against Rs. 18,27,793 spent from private funds; while in 1896-97 they were Rs. 4,23,663, as against Rs. 16,48,793. The proportion which contributions from public funds bore to the total expenditure in 1896-97 was 20·44 *per cent.*; by 1901-02 it had declined to 18·58 *per cent.* In 1906-07 the proportion stood at 21·95 *per cent.* Statistics of expenditure according to sources.

213. Public funds include Provincial revenues, District Board and Municipal funds and the revenues of Native States. Private funds comprise fees and sums raised from "other sources," which, as explained in the Fourth Quinquennial Review, paragraph 415, include "subscriptions, endowments, the funds devoted by missionary societies to the up-keep of their schools, funds similarly devoted by native societies and proprietors and other miscellaneous sources of income." As regards the distribution of the expenditure returned among the various sources included under these two heads no very striking development is revealed, but it may be noticed that contributions from Provincial revenues to high schools have increased by just over a *lakh* during the last ten years, while the amount allotted from this source to middle English and middle vernacular schools has decreased during the same period by about Rs. 17,000. On the other hand contributions from District Board funds to middle schools, English and vernacular, have increased during the last ten years by nearly a quarter of a *lakh*. About fifty-eight *per cent.* of the total cost of secondary schools during 1906-07 was met from fees; contributions from "other sources" accounted for 20 *per cent.* Expenditure from public funds and private funds.

Grants-in-aid.

214. The rules for grants-in-aid to schools for Indian pupils were revised in 1905. The principle was not changed, but the scope of Government assistance was slightly enlarged and the conditions insisted upon were made a little more exacting. In the revised rules special schools for special classes of pupils were for the first time declared to be proper recipients of Government assistance, and it was provided that temporary grants might be given in certain cases in aid of boarding-houses and hostels. On the other hand the employment of graduates and trained teachers, as also the restriction of all teaching carried on through the medium of English to teachers who have passed the oral examination in English which is described in paragraph 326 of this review, were made conditions of Government aid, and a school applying for asssistance was required for the first time to give full information on the following points—(*a*) the class of children attending the school—their races and creeds, (*b*) the social position and calling of the parents of the pupils, (*c*) the names and social standing of the members of the committee of management, with a statement of the classes which they represent, (*d*) the qualifications of the teachers, (*e*) the nature and size of the school-house and a description of the surroundings of the school, (*f*) the provision made for sanitary arrangements and the sanitation of the school buildings and compound. The keeping of various records by every aided school was also insisted upon. The revision of the grant-in-aid rules in 1905.

Grants-in-aid during 1906-07.

215. The total contribution from Provincial revenues in grants-in-aid to secondary schools for boys amounted during 1906-07 to Rs. 1,12,824; the contribution to high schools amounted to Rs. 76,693. The contributions from District and Municipal funds amounted during the year to Rs. 1,09,829 and Rs. 12,939 respectively, but the amounts received by high schools from these respective sources amounted to Rs. 2,567 and Rs. 5,319 only.

Scholarships.

General scheme of scholarships.

216. The public scholarships which are connected with general education as distinct from special instruction are intended to form a chain leading from the lowest stage of primary education up to either University education or technical and professional training. The stages in the school system at which scholarships are awarded are—

(1) At the end of the lower primary stage (standard II).
(2) At the end of the upper primary stage (standard IV).
(3) At the end of the middle stage (standard VI).

217. Scholarships which are awarded at the end of the lower primary stage and which are called lower primary scholarships are tenable in primary, middle or high schools; scholarships which are awarded at the end of the upper primary stage and which are called upper primary scholarships are tenable in middle and high schools; and scholarships which are awarded at the end of the middle English or the middle vernacular stage, and which are called middle scholarships, are tenable in high schools, as also in institutions for technical or professional training. A condition of any school being allowed to receive Government scholarship-holders is that it teaches the prescribed curriculum. Scholarships tenable during the secondary stage of instruction are upper primary and middle scholarships, and it is with these scholarships therefore that these paragraphs are mainly concerned. The value of an upper primary scholarship is Rs. 3 a month and it is tenable for two years. The value of a middle scholarship is Rs. 4 a month. If held in a high school such a scholarship runs for three years; in an institution for professional or technical training it is tenable for two years only. In addition to the stipend all these scholarships carry with them the right to read free in a school under public management, and this right may be exercised in schools under private management with the consent of the managers. In the case of middle scholarship-holders the right of free tuition is frequently extended after the expiry of the scholarships to enable pupils to carry on their education to the matriculation examination.

Scholarships provided from sources other than Provincial revenues.

218. In addition to scholarships provided from public funds there are a few private scholarships derived from endowments, &c., which are as a rule awarded according to the terms of some particular bequest. Contributions are also made from the Mohsin Fund Endowment towards the school expenses of Muhammadan pupils. District Boards and Municipalities occasionally award scholarships, but these are usually devoted to the encouragement of technical and professional instruction and do not affect the secondary stage of general education.

The amount spent on scholarships.

219. During the year 1906-07 a sum of Rs. 62,089 was spent on scholarships held in secondary schools for boys, as against Rs. 54,276 in 1901-02. The former amount is made up of Rs. 58,878 from public and Rs. 3,211 from private sources. The number of scholarships held in secondary schools in 1906-07 was 756, as against 553 in 1901-02.

Free studentships.

220. In addition to scholarships free studentships are allowed under certain conditions in Government and aided secondary schools. Unaided schools admit pupils free at their discretion. An aided school has, as one of the conditions of receiving assistance from Government, ordinarily to limit its number of free pupils to 5 *per cent.* of the total number of scholars, but in addition to this 5 *per cent.* Muhammadans may be admitted to high schools free up to 8 *per cent.* of the total number of pupils on the

rolls, but the total number of Muhammadans admitted under the latter concession must not exceed 12. A teacher in a Government school who is drawing a salary not exceeding Rs. 50 a month is allowed to educate at the school in which he is employed one son free and one son at half the usual fee rates. A retired officer of the Education Department whose pension does not exceed Rs. 25 a month is allowed a similar privilege, and this privilege may also be conceded to the orphans of an officer who dies in the service of the Department while in receipt of a salary not exceeding Rs. 50 a month, as also to the orphans of an officer of the Department who at the time of his demise was drawing a pension not exceeding Rs. 25 a month. In some high and middle schools in the Chota Nagpur Division the children of aborigines are exempted from the payment of fees, and the Inspector of Schools, Chota Nagpur Division, reports that there were at the beginning of this year about 40 Ho boys receiving free education in the Chaibassa Zilla School. For aborigines generally the age limits which qualify for the various grades of Government scholarships have been raised by one year.

Method of awarding scholarships.

221. Middle and upper primary scholarships were formerly awarded on the results of the middle and upper primary examinations, which were until recently public examinations at which successful candidates earned certificates. During the quinquennium under review these examinations were abolished and Government scholarships are now awarded on a system in which both competition and selection play a part. A certain number of middle and upper primary scholarships are awarded to each district and subdivision respectively, and a certain number of candidates are selected by the inspecting officers from all the schools of the district or subdivision which have the right of competing for Government scholarships. The scholarships are awarded on the results of test examinations, partly oral and partly written, which are held at various centres. In the selection of candidates considerations of poverty and conduct are taken into account, while a certain proportion of the scholarships available are reserved for Muhammadans, females, aborigines and the children of backward races. The Inspector of Schools, Presidency Division, reports that out of the 38 middle scholarships allotted to his Division, 11 are reserved for Muhammadans. This reservation of scholarships for special classes of pupils does not render these pupils ineligible for scholarships not so reserved, and the Inspector of Schools, Chota Nagpur Division, reports that, in the year 1906-07, 2 middle vernacular and 4 upper primary scholarships were won in open competition by aboriginal boys. This, the Inspector remarks, is very creditable, seeing that these pupils were competing in Hindi, which is not their ordinary medium of intercourse, with pupils whose vernacular is Hindi.

The working of the scholarship system.

222. Inspectors' reports are generally silent as to how far the scholarship system can be said to be meeting the main object for which scholarships are created, namely, the enabling of intelligent but poor pupils to carry on their education further than they would have been able to carry it unassisted. Mr. Stark, Inspector of Schools, Chota Nagpur Division, however, states unhesitatingly that, if this is their object, the scholarships awarded at the primary stages may be said, as far as his Division is concerned, to have failed utterly.

"The scholarships," he writes, "are designed to assist pupils whose poverty stands in the way of their continuing at school. But the very smallness of the scholarships defeats the end in view. A poor boy gets a scholarship. It is insufficient to permit him to leave his home and go as a boarder to the nearest school of the next higher grade to the one in his village. His parents are too poor to supplement his scholarship. After a piteous struggle of a few months he is compelled to give up his studies; he leaves school and his scholarship lapses."

223. The Inspector adds that the only remedy is to improve the value of the scholarships with a view to making them sufficient for a boy's expenses, on the supposition that his parents have not the means to supply him with the difference between his scholarships and his actual needs. These remarks have been brought to the notice of other Inspectors, who have been requested to report how the system works in their Divisions. Such proposals as seem called for will then be submitted to Government.

Examinations.

The recommendations of the Simla Conference.

224. The Simla Conference of 1901 drew attention to the excessive number of public examinations which were held during the primary and secondary courses of education, as also to the diversity which characterised the school examination systems of the various provinces. The Conference emphasised the necessity for a considerable reduction in the number of examinations and for greater uniformity in the Provincial systems. Recommendations were finally recorded to the effect that there should be in each Province a primary or vernacular course and a secondary (usually an Anglo-Vernacular) course and that each of these courses should culminate in an examination; the examination which terminated the primary or vernacular course being as a rule a departmental examination conducted *in situ*, while the examination in which the secondary course culminated was, as a general rule, to be a public examination. The first of these examinations was to be called the primary examination, the second the school final examination. These were as a general rule to be the only examinations before the University course.

The Primary examination.

225. In accordance with these recommendations the examinations at the middle, upper primary and lower primary stages were held for the last time in 1903 and in the following year the primary examination was introduced on the lines suggested. It is held at the conclusion of the middle stage of instruction and only pupils who are finishing their school education at this point enter for it. At first no certificates were awarded on the results of the primary examination, but in consequence of strong representations on the undesirability of this restriction the award of certificates was sanctioned by Government at the end of 1905. This is the only departmental examination which is held during the school course, for a school final examination has not yet been established. Ten thousand seven hundred and five candidates entered for this examination in 1906-07, and of these 8,066 or 75·3 *per cent.* were successful. For the great majority of pupils who take a full secondary course of instruction the matriculation examination serves as a school final test. This arrangement is discussed in the general remarks recorded at the end of this chapter. The number of candidates who appeared at the matriculation examination of 1907 was 3,625; of these 2,000 candidates or 55·2 *per cent.* were successful. Last year only 26·4 *per cent.* of the candidates were successful.

The matriculation examination.

Teachers.

Number.

226. Eight thousand six hundred and forty-seven teachers have been returned as employed at secondary schools for boys at the end of the period under review. This means that the average number of pupils taught by a single teacher is 17 and that the average number of teachers at each secondary school is 6. In working out these calculations high schools, middle English and middle vernacular schools have been taken into consideration.

Qualifications.

227. Out of the 8,647 teachers employed in secondary schools, 1,577 only are returned as "trained." Five thousand seven hundred and ten are returned as possessing "other qualifications" and 1,360 as possessing no special qualifications. This is very serious reading. It is true that some graduate teachers who have obtained "English Teacher's certificates," and others who have spent a few months attached to the training class which formerly existed at the Victoria Boys' School, Kurseong, are included in the number of those returned as possessing "other qualifications." But the possession of the "English Teacher's Certificate" does not mean that its holder has gone through any course of training, and the course formerly followed by Indian teachers at Kurseong extending, as it did, over a few months only, and conducted, as it was, as a mere adjunct to a training class for European and Eurasian girls under an officer who had no experience whatever of Indian schools, and whose principal work was in connexion with the European and Eurasian students, can scarcely be regarded as a serious attempt to train teachers for Indian secondary schools. Moreover the number of teachers who hold either of these diplomas is insignificant. In fact it

may be said that with the exception of a very few trained teachers from Europe, who are working in Missionary schools, the total number of teachers working in secondary schools for boys, who have received any special training for their profession, is represented by about 1,600 persons. The value of the training dispensed by the existing institutions of the Province will be discussed in the chapter which deals with the training of teachers.

228. The dictum that efficient schools are not possible without efficient teachers is so universally accepted that even to enunciate it savours of platitude, but the perusal of a large number of opinions not only of educational officers and of those engaged in educational work, but also of persons, who though not directly concerned with the conduct of education are keenly and personally interested in its efficiency, shows that the general inefficiency of the teachers now employed in secondary schools is attested with such unanimity that the statement of the defect is becoming almost as much a commonplace as the general maxim quoted above. And yet the present deplorable state of affairs is surely nothing but what one would expect, the conditions of secondary education being what they are. Some institutions, it is true, exist for the training of vernacular teachers—these are dealt with elsewhere—but there is not at present a single institution in the Province for the training of English teachers, and what is perhaps even more serious, the pay and prospects of teachers are so poor that there can be small wonder if the tendency is for none to remain in the teaching profession except those who have not contrivance enough to provide themselves with any other means of support.

229. This aspect of the problem of secondary education will be discussed under the head of general remarks in this chapter. The views of Mr. Küchler, Inspector of Schools, Bhagalpur Division, may however be quoted here:—

"The average standard of efficiency among all classes of teachers is unduly low, and no improvement can be hoped for until the scale of pay is raised. Great difficulty has been experienced during the past quinquennium in complying with the stipulation that only Bihari graduates and undergraduates should be appointed to vacancies in the Government schools of the Bihari portion of this Division. According to a Departmental regulation B. A.'s on first appointment should receive Rs. 30 a month, and F. A.'s Rs. 25. This scale of pay is quite insufficient to attract the right stamp in any part of Bengal, but in Bihar, where graduates and undergraduates, being still comparatively rare, find more remunerative occupation in other walks of life, even these mere paper qualifications cannot be rigidly insisted on."

230. Mr. Billing, late Inspector of Schools, Patna Division, goes further in his denunciation of existing conditions—

"My work as an Inspector," he writes, "has impressed upon me that our one great need, if education is to be reformed or improved, is a supply of trained teachers; at present we have a large number of institutions that we call 'schools'; I admit the existence of a school-house, boys to be taught, and a number of men who are styled 'teachers'; but often there is not one man among the 'teachers' who has any idea of teaching beyond reading to the boys and telling them certain facts, dates, names, rules, etc., and perhaps encouraging to learn by heart certain notes."

231. The measures which have been or are being taken in order to meet this urgent want are described in the chapter on the training of Indian teachers.

Buildings and equipment.

Buildings.

232. Mr. Küchler, Inspector of Schools, Bhagalpur Division, after commenting not very favourably on the Government school buildings of his Division, states, with reference to aided high schools, that the managers of several of these institutions have shown a good deal of enterprise in this connexion, and that a considerable amount of money has been spent on the erection of new buildings. He adds, however, that though these buildings were built specifically for educational purposes, the designs are in almost all cases faulty, and that it is difficult to understand how they received the approval of the educational authorities. He observes that plans for school buildings should in future be more rigidly scrutinised. The same officer comments most unfavourably on the housing of the middle schools of his

Division, and remarks that this is unsatisfactory, seeing that a very large proportion of these schools is under the direct management of Government or District Boards. In Mr. Küchler's opinion, as middle schools really represent the highest type of primary education, though they are classed as secondary schools, they should, especially when they are under public management, be of a model type. He thinks that money is more urgently required for middle school buildings than for primary school buildings. Mr. Stark, Inspector of Schools, Chota Nagpur Division, reports that the middle English schools of his Division are generally miserably housed and badly appointed. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, reports that all secondary schools under public management in his Division possess buildings of their own, and that aided schools are held in buildings which belong to them, but which are in many cases neither suitable nor commodious. During the quinquennium under review the building grants allotted to secondary schools for Indian boys from Provincial revenues amounted to about Rs. 73,000; of this sum Rs. 22,000 were allotted during 1906-07.

Equipment.

233. As regards equipment the general verdict is that schools under public management are considerably better off in this respect than those under private management, but that the condition even of schools of the former class is in this matter still very far from satisfactory. Middle schools in rural areas are reported to be in many cases without any apparatus of any kind and even those in urban areas are said to be mostly wanting in any sort of apparatus for the teaching of science, a subject which is compulsory.

School libraries.

234. It appears that most aided high schools, and those under public management, possess some sort of a library, but that the condition of middle schools is in this respect generally unsatisfactory. It is reported that school libraries are not generally made use of by pupils and that practically no attempt to remedy this defect is made by the teachers. In a letter on the possibility of improving secondary education, Mr. Stark, Inspector of Schools, Chota Nagpur Division, writes as follows:—

"The masters as a rule do not mix with the boys, or encourage them in general reading. School libraries are hardly touched by pupils. One excuse is that the boys do not know enough English to understand an English book. There may be some truth in this. But we never hear of reading classes taken of an evening—say in the rainy weather when games are impossible—by a teacher. The mere reading in itself brings with it something of the power to understand. Boys of the higher classes are permitted throughout the day to converse in the vernaculars, and so have no practice in speaking in English. Debating and literary societies are quite the exception. The result is that the boys go through their school-life in a humdrum, monotonous manner, slavishly tied down to the narrow limits of their class books. Nothing is done to awaken in them a desire to enlarge their general knowledge. With cramped minds they engage upon a narrow syllabus of prescribed lessons. They possess no books, rarely even an English dictionary. Indian school-boys do not spend money upon books; nor do they read books in their school library. What prize books they have are generally above their understanding, having been selected more because they are the works of standard authors than because they can be read and understood by the recipient."

General remarks.

The re-organisation of the Calcutta University.

235. During the quinquennium under review an attempt was made to re-organise University education, and the year 1906 saw the publication of new regulations for the Calcutta University which revised its standards and reformed its courses of instruction. Seeing that practically every student of the University comes to it from a secondary school, it is open to question whether it was not necessary, as a preliminary measure, to examine the system of secondary education and to carry out in connexion with it any changes which might appear to be required. This, however, was not the course which was followed, and it is therefore specially necessary to emphasise the fact that even from the point of view of University education the overhauling of the secondary school system is not a matter which can be any longer deferred.

The importance of a sound system of secondary education.

236. Moreover, apart entirely from the question of University education, secondary education has an importance of its own, which, in the present stage of the development of the country, it is almost impossible to exaggerate. The people of Bengal are beginning to realise that the

mere possession of University degrees, whatever may be the extraneous value with which they have been invested, is a poor substitute for the all-round development of the faculties. They have begun to feel that a secondary system of education ought to be able to do more for a boy than squeeze him through the matriculation examination of the Calcutta University.

General agreement as to the unsatisfactoriness of the present conditions.

237. The Government of India are quite alive to the urgency of improving the secondary education system, and towards the end of last year they addressed Local Governments on the subject. This reference led to a large number of persons, both officials and others, being consulted. In the opinions which have been received, there is a striking unanimity as regards certain pre-eminent defects, and in the ensuing paragraphs an attempt is made to give some account of the condition of secondary education as revealed in the letters of the persons referred to above, and to add such observations as these revelations suggest.

The domination of the matriculation examination.

238. In the first place, it is agreed by every one that the domination which the matriculation examination of the Calcutta University has hitherto exercised over the curriculum of secondary schools, has been most prejudicial not only to the schools, but also to the University. In the recent debate in the Senate on the report on the improvement of secondary education, the Vice-Chancellor stated "that secondary education in India had languished mainly because secondary schools, instead of occupying an independent position and proposing to themselves aims of their own, had fallen to the place of mere feeders to the colleges." "At present," he added, "hundreds of students come up to the matriculation examination without any intention to enter the University."

Secondary schools are mere feeders to colleges.

239. Practically speaking there is not, nor ever has been, any secondary school curriculum. Government prescribes a course of studies which ends at standard VI, that is, at a point practically four years distant from the end of the secondary stage. This course obviously cannot be regarded as a course of studies for the secondary stage of education thought out as such. After this point everything is subordinated to an examination, the function of which is the selection of students who are considered fit to enter upon University courses, which, as such, should be specialised and not general. Educational procedure in India has never been exactly logical. When you want to build anything, it is usual to begin with the foundations. In India, however, in educational structures it has been usual to begin with the top storey. We had universities before we had secondary schools, and so University education came to be regarded as the goal to be attained by all who aspired to an education which went beyond the merely elementary. Accordingly the matriculation examination of a University was taken to represent a certain stage on the educational ladder, and consequently the utter and radical unsoundness of the state of affairs, which has always existed, failed until recently to attract the general attention, which it would otherwise perhaps have done.

Secondary schools are mere cramming institutions for the University.

240. No such thing as a secondary school, that is to say, a type of school which imparts an education which so far as it goes is given for its own sake, has ever existed or can ever exist until the conditions referred to are changed; for they bring all secondary schools down to the educational level of cramming institutions. In this connexion the following remarks are quoted from a letter on the subject of secondary education recently received from an Indian principal of a college and a collegiate school, who both as a pupil and as a teacher has had long experience of the system:—

"Secondary education, properly so-called, has not hitherto been organised on an independent basis of its own. The so-called secondary schools of the Province simply serve as a training ground for entrance into the University. The great bane of all present-day secondary schools in Bengal therefore has been the feverish anxiety with which both teachers and the taught look to matriculation as their goal. From the lowest class to the highest, boys in the name of education receive nothing better than bare instruction for passing class examinations, and ultimately the matriculation—their final aim: they are merely drilled from the earliest stage in the art of writing answers to probable questions to be set at examinations. Can anything be more disastrous to the cause of sound education? Some means therefore should be devised to separate secondary education from the incubus of matriculation."

A system of education must be self-sufficient.

241. No system of education can be regarded as sound which is not in some sense self-sufficient. One system may and indeed should lead up to another. An elementary system should, for example, be so arranged that it may lead on by an easy and natural transition to a secondary system, and similarly a secondary system should lead on to an University system; but each system must be self-sufficient in the sense that a pupil who has gone through any one of them with profit should have reached some definite and recognised standard of acquirement. It is useless discussing the improvement of secondary education, unless by secondary education is meant something which stands by itself, a definite stage on the educational ladder, which is valuable not only as leading on to the University but for itself. If by the improvement of secondary education is meant nothing more than a consideration of the means by which a greater number of candidates may be passed through the matriculation examination, then let us frankly admit that all education above the primary stage has for its one aim and object the passing of pupils through an examination, which was not organised with reference to what the school studies of boys should or should not be, but the function of which is confessedly confined to ascertaining whether the candidates who present themselves possess the minimum of knowledge which is required before the specialised courses of the University can be attempted with profit.

The relation which external examinations should bear to the curriculum.

242. To all this it may be replied that we must have some examination to act as a goal for pupils and an incentive to teachers, and at the same time to give definiteness to the courses of study pursued at schools. The absolute necessity of the incentive is not self-evident, though it is probable that in the present circumstances of the great majority of the high schools in Bengal the managers would not know what to attempt at all, unless some definite goal was placed before them. There is no necessity, however, to abolish all examinations. What is essential is, that the curriculum of a school should be decided on educational considerations and not wholly with reference to an external examination, which is not directly concerned with school education at all. No serious person could maintain that the subjects of the revised matriculation examination include all those which ought to find a place in the curriculum of a secondary school Most of the candidates from schools in Bengal will probably offer for the matriculation examination English, mathematics, Sanskrit, Bengali (or Hindi) and possibly mechanics or history, and a good examination in these subjects can no doubt be regarded by the University as a perfectly adequate test for its purposes. Will any serious person, however, maintain that such subjects as history, geography, drawing, to say nothing of science, ought not to be absolutely certain of finding a place in the curriculum of a secondary school, and will any serious person maintain that these subjects, or at least some of them, will not be neglected, if not entirely ignored, if the present domination of the matriculation examination over the curriculum is allowed to continue?

A curriculum and courses of instruction must be settled for high schools.

243. The first and most essential reform then is to settle what subjects should find a place in the curriculum of high schools and what courses of instruction should be attempted therein. Every boy who goes to a high school should not study the same course. On the contrary the ideal is that as much a diversity in courses should be allowed as the varying capacities and requirements of boys demand. Some unity of purpose, however, must underlie all diversity, if diversity is not to be merely another name for chaos. A secondary school may teach a number of different courses and they may all be equally sound from the standpoint of education; but the soundness of a course must be tested by the psychological principles which underlie the science of education, and the subjects which a boy is to study should not be left to chance, or be determined wholly by the exigencies of an external examination. In the Prefatory memorandum to the regulations for secondary schools for 1905-06, the English Board of Education defined the function of a secondary school as follows:—

"A secondary school should keep in view the development and exercise of all the faculties involved in these different kinds of training, and will fail to give a sound general education to its scholars in so far as it sends them out, whether to further study or to the business of life, with one or other of these faculties neglected, or with one developed at

the expense of the rest. Specialisation in any particular direction should only begin after the general education has been carried to a point at which the habit of exercising all these faculties has been formed and a certain solid basis for life has been laid in acquaintance with the structure and laws of the physical world, in the accurate sense of thought and language, and in practical ability to begin dealing with affairs."

The aim of the curriculum.

244. The curriculum then of secondary schools in Bengal must be revised as soon as possible with the object of developing all the capacities which are latent to a more or less degree in the average boy; various courses being organised in accordance with the varying requirements of the pupils, that is to say, with reference to the occupations and opportunities to which they may or should look forward in future life. It is also essential that at the end of the secondary school curriculum there should be an examination which will test the pupil on every subject of the course which he has taken, and on the results of which a certificate will be issued testifying to the fact that a successful candidate has passed through a certain school course in certain subjects and has attained to certain standards of acquirement in those subjects.

A school final examination essential.

Criticisms of the syllabus and text-books introduced by the vernacular system.

245. The next defect as to which there is a practical unanimity is the unsatisfactory character of the syllabus prescribed for all classes below class IV, and the worthlessness of the text-books now in vogue. Behind these criticisms there appears to be a feeling that the vernacular system introduced in 1901 has been tried and found wanting. Now the vernacular system was apparently based on two main considerations, the first and the most important being that a child's earliest education must be conveyed through a language medium which is familiar to him, while the second is the most natural and the proper desire that education should not alienate children from their own environment. Probably no one would contest these principles, but it is at least open to question whether the first was not accepted without due regard to the peculiar difficulties which were likely to surround the carrying of it out into actual practice.

The principles of the vernacular system.

The multiplicity of vernaculars.

246. In the first place, it is not easy in a province in which several languages and numerous dialects are spoken to provide every child with instruction through a language medium with which he is familiar. The aborigines of Chota Nagpur are offered instruction through the medium of Hindi, but it appears from the Inspector's most recent report that this language is not only unfamiliar, but also distasteful to them, as indeed is everything foreign. Again, the difficulty of making the medium familiar has been increased by the fact that rightly or wrongly it has always been supposed that even in the lowest classes all instruction must be imparted through the medium of text-books. The tendency of most educated Indians when they write in their own vernacular has been, and still to a considerable extent is, to use a form of construction and vocabulary which differs very considerably from the vehicle of ordinary parlance. Consequently even in those parts of the Province in which Bengali is the one vehicle of intercourse among practically all the inhabitants, the text-books, the teaching of which has in every branch usurped the teaching of the subject itself, are written in a language which is not familiar at all and which moreover differs to a considerable extent even from the language in which the teacher has to address his class in order to be understood.

The tendency to write vernacular text-books in classical language.

The facility with which children acquire a language.

247. On the other hand perhaps the promoters of the vernacular scheme were rather inclined to ignore the facility with which a child acquires a foreign language as a medium of expression. This facility is, however, an incontestable fact. Now it may be objected, if this facility is a fact, then why raise difficulties which are inseparable from the multiplicity of vernaculars, and why emphasise the difference between the language of the text-book and the language of the people, as if these difficulties constituted a real stumbling block in the working of the vernacular scheme! To this objection the reply would be that it is not necessary to make much of the difficulties referred to from the psychological or educational point of view. A system of vernacular education will doubtless tend to develop the leading vernaculars of the Province, and with the development of these vernaculars the difficulty which arises from the divergence between the written and the spoken language will grow less. The difficulty caused by the multiplicity of vernaculars so far as it exists at present is probably more of a political than an educational one. It is probable that in a district where Hindi and Bengali are both

The difficulty created by the multiplicity of vernaculars is political rather than educational.

taught, a Bengali child joining a class which is taught through the medium of Hindi very quickly becomes quite familiar with the language of the class, and able to follow instruction in it, but this is not calculated to remove the objection which a Bengali parent is likely to have to the education of his child through the medium of Hindi. Such a parent would probably have no objection to his children being taught through the medium of English, which is after all a possession common to all Indians; but if his child is to be taught through the medium of an Indian vernacular, he not unnaturally desires that that vernacular should be his own.

The unfamiliar language of the text-books is an educational difficulty.

248. As regards the difficulty which arises from text-books being written in a language which is unfamiliar and which differs considerably even from the language used by the teacher in class, the admission of the facility in the acquisition of language, which characterises the average child, does not detract in any way from the reality of this evil. A child picks up language through the ear mainly by associating gestures and actions with certain sounds. If an attempt is made to explain to him unfamiliar subjects in language which in sound resembles the language with which he is familiar, just closely enough to allow him to catch incomplete resemblances, the probable effect which will be produced in his mind is chaos.

The vernacular basis of education should not be abandoned.

249. It is not for a moment suggested that the vernacular basis of education should be abandoned, but it is essential to recognise that important as is a knowledge of the vernacular, it is equally important that at a certain stage of his secondary education the pupil should have a sufficient knowledge of English to enable him to learn through that medium. There does not appear to be any ground for questioning the present arrangement according to which in the four highest classes of a high school instruction is imparted through the medium of English, though some persons of experience have suggested that the vernacular should be the medium of instruction throughout the secondary course. This would be obviously impossible unless the vernacular were made the medium of instruction in University courses also, which is a proposal which need scarcely be considered seriously.

The necessity of acquiring English before class IV is reached cannot be ignored.

250. The problem therefore with which we are faced is how, while insisting on an adequate knowledge of the vernacular, the pupil can be placed in such possession of English that when class IV is attained, he may be able to receive instruction through that medium. It looks as if this two-fold object could be attained in one way only, and that the way in which the special committee which has recently revised the curriculum for standards III to VI has proposed, namely, that the vernacular should continue to be the medium of instruction up to and including class V (standard VI), and that for an hour every day English should be taught colloquially by the direct method in all the classes from VII (B) to V inclusive (standards III to VI). With competent teachers there would be little room to doubt the success of this proposal. The difficulty is and will be the lack of teachers, as also of institutions in which they can be trained for this work. Everything, however, points to the necessity of the attempt being made, and it is suggested that, unless the scheme for the establishment of the training college for English teachers is likely to be carried through quickly, some of the better educated teachers now employed might be sent to Europe to study the teaching of English by the direct method in one of the Berlitz schools of Great Britain.

English must be taught by the direct method.

The general incompetence of the teachers employed.

251. There are two further points on which there is practical unanimity. The first is that the pay available for teachers is not sufficient to attract the type of men really required. The second is that the persons at present employed as school-masters are not as a general rule competent. Now it might be thought that the second defect is merely a corollary of the first, and it is no doubt to a certain extent consequent on it. With better pay and prospects a better class of men generally would perhaps become teachers, but it is well to reflect that, whatever pay is offered, it is by no means obvious that under existing conditions a really competent type of schoolmaster would be obtained.

Is the training of teachers necessary?

252. It is not unusual among men of a certain type who profess interest in education to regard the training of teachers as a pedagogical whim evolved probably for the enhancement of the prestige of the teaching profession, and

a high executive official of this Province has recorded his view that too much training may be a danger, and expressed it as his opinion that "given a requisite knowledge of the subject, a master, who thoroughly understands boys and knows and sympathises with their difficulties in the light of personal remembrances, will soon evolve a suitable method of instruction." This attitude of mind is probably due mainly to the fact that in the greater public schools in England trained teachers are still practically unknown. But to argue that because on the whole this arrangement has worked very fairly well—an admission which would not by any means be universally conceded—therefore the training of teachers is a superfluity, if not a danger, is to overlook the fact that the subjects in which the untrained teachers of English public schools attained to some degree of success were for the most part subjects in which they themselves had received years and years of instruction and the teaching of which had become as it were traditional. Secondary education in India is, comparatively speaking, a new development, and the teaching of many of the subjects which every one is agreed should be included in the curriculum is not in any sense traditional to India or Indians. Given the requisite knowledge one might expect occasionally fair results; but will any one maintain that under present conditions in Bengal the ordinary student will have obtained during his school and even his University career such a knowledge of geography, science or drawing that he will be able without any special training to evolve a suitable method of instruction in these subjects?

Training colleges and their limitations.

253. Efficient training colleges then are absolutely essential, but, as complete proposals in this matter have already been submitted to Government, it will be sufficient at this stage of the discussion to emphasise the limitations to which the work which training colleges can effect in the direction of reform is necessarily subject. It will be disastrous, if the improvement of secondary education is postponed on the ground that, when efficient training colleges are sending out a constant stream of teachers, defects will gradually be removed and sound work inaugurated. In the first place the men sent out by the training colleges will be for many years a mere drop in the ocean, and in the second place it is idle to cherish impossible hopes with regard to them. The ordinary man, when he passes out of a training college, is not a finished teacher. To be that he must possess experience and resource, and these come only with the actual practice of his profession; but what he may be expected to have is ideas and enthusiasm,—both invaluable possessions, but possessions which need careful nurture and will not stand the test of being placed in an environment which is entirely inimical. If our trained teacher is to develop, he must start under conditions in which good work is possible. It is essential therefore that before our new training colleges begin sending out their students, there should be a few really sound schools in which these students can start their teaching careers.

254. That the pay of teachers in Government schools is on the whole inadequate has been fairly established, and it is not necessary to dwell upon this aspect of the question, because definite steps for the improvement of pay and prospects are now being worked out on the basis of the proposals of the Government of India. The condition of teachers in private and especially in unaided schools is a more difficult problem. Their miserable condition is exactly what one would expect in institutions conducted on the principle on which most high schools in Bengal appear to be worked. The lot of an assistant master in a Government school is said to be a hard one, but the average pay of an assistant master in a Government high school is Rs. 40·3 a month, whereas the average pay of an assistant master even in an aided private high school is Rs. 23·2 a month. The former at least is paid regularly the full salary to which he is entitled, whereas many Indians of position have reported that masters in private schools are not infrequently paid most irregularly, and that they are sometimes even compelled to sign receipts for sums which they have not received. It is reported moreover that there is little or no discipline in the ordinary private school, especially in places like Calcutta, where there are many schools competing one against the other, and that it is not an unusual occurrence for boys, who do not approve of a

particular master, to boycott him from his employment. This is partly the result of the lenient attitude with reference to the recognition of schools which the University adopted in the past, and it is mainly to the University that we must now look to remedy the evil.

The urgent need for reform.

255. Enough has been said to show the urgent need for reform, and it is indeed fortunate that the subject has attracted the attention of the Government of India; for it is no exaggeration to say that the future work which the colleges and scientific and industrial institutions will be able to effect must largely depend upon the improvement of secondary schools.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

Primary schools and primary departments of secondary schools.

256. The chief concern of this chapter is primary schools, and the fact that the primary departments of schools of all grades are included in its purview is due mainly to the fact that the instruction imparted in the primary departments of all grades of schools is in theory at least almost identical. The Indian Education Commission of 1882 defined primary education as "the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life"; and if this definition be accepted and rigidly adhered to, then the preparatory education of those who are going to pass on to secondary education should strictly speaking perhaps not find a place at all in an account of primary education. However, the preparatory education of children in primary departments of secondary schools has been dealt with in this chapter in all four quinquennial reviews, and there is a certain convenience in this arrangement. Consequently the practice is adhered to in this report.

257. The scope of the chapter is then (*a*) primary schools for Indian boys and the pupils in them, (*b*) pupils in the primary stage of instruction in secondary schools for Indian boys. Primary schools for Indian girls, and the pupils in them, as also the pupils in the primary stage of instruction in secondary schools for Indian girls, are dealt with in the chapter on the education of Indian girls. Pupils in the primary stage of instruction in European schools are dealt with in the chapter on the education of Europeans. At the end of the period under review 46,233 Indian girls and 4 European boys were being educated in primary schools for Indian boys.

Primary schools.

Primary schools and pupils.

258. At the end of 1906-07 there were 33,954 primary schools for boys, attended by 9,07,222 boys and 46,233 girls. During the quinquennium under review there has been an increase of 1,930 institutions and 1,34,918 pupils. This increase is satisfactory, because in 1904-05 there was a decrease both in the number of schools and in attendance, and undoubtedly this decrease was to some extent due to the policy of insisting upon a certain degree of efficiency before placing a school on the aided list. In paragraph 90 of the last annual report it was observed that it was a sign of the vitality of primary schools that in spite of the insistence on a higher standard of efficiency and of the existence of the drawbacks to which that report alluded, the number of institutions and of the pupils attending them had increased during the year under review. The drawbacks have been equally operative during the year 1906-07, and it is not probable that there has been any lowering of the standard of efficiency demanded; but the tendency to increase which was then noted was more than maintained during the year in question, the increase during that year being 289 schools and 24,292 pupils. During the last 15 years the number of primary schools has increased by 233 and the number of pupils attending them by about 1,90,000. Progress at this rate is certainly not remarkable, but a perusal of the history of the development of primary education in Bengal, as set forth by Mr. Nathan, leads

one to suspect that there has been more solid progress than the actual figures indicate. There seem to be grounds for thinking that ever since 1883-84 there has been a more or less continuous process of raising standards and weeding out inefficient schools; and if this is so, we may perhaps assume that there has been during the last 15 years an improvement in the quality and stability of primary schools which has more than kept pace with their increase in numbers.

Number of towns and villages served by a school.

259. In paragraph 443 of the Fourth Quinquennial Review, it is stated that in 1901-02 one school had to serve on an average 4·7 towns and villages in Bengal. This calculation was made on the number of towns and villages which existed in the Province previous to the partition. Taking the number of towns and villages in the Province as it stands to-day, it is calculated that at the end of 1906-07 the number of towns and villages served by one primary school was 4·4. This figure is satisfactory, because a part of the area which has now been transferred to Eastern Bengal and Assam, notably the Dacca and Chittagong Divisions, was comparatively speaking well provided with primary schools.

Distance between schools.

260. In paragraph 444 of his Quinquennial Review Mr. Nathan states that the mean average distance in miles between each boys' primary school in Bengal was 2 miles, and that on an average a boy had to go not more than a mile to reach a school. This means presumably that on an average each primary school served an area of 4 square miles. This calculation was based on the number of primary schools then returned as compared with the area of the Province as it was before the partition. If the number of primary schools returned at the end of 1906-07 is compared with the present area of the Province, it appears that each primary school for boys serves an area of 3·6 square miles, which means that on an average a boy has to go seven-eighths of a mile before he reaches a school. This calculation is of little practical value, because the number of schools in the different parts of the Province varies considerably. In the Burdwan Division, for example, which has an area of 13,949 square miles, there are 8,509 primary schools for boys; whereas in the Chota Nagpur Division, which, with the Feudatory States of Kharsawan and Saraikela, has an area of 27,703 square miles, there are 2,799 only.

Strength of a primary school.

261. The average number of pupils in a primary school for Indian boys was in 1906-07, 28. This figure has been steadily rising during the last 15 years; in 1891-92 it was 22·6; in 1896-97, 24·7; in 1901-02, 25·6.

Cost of a primary school.

262. In paragraph 446 of the Fourth Quinquennial Review the extraordinary cheapness of Indian primary schools is commented on, and it is noticed that the extremes lay between Rs. 37, the average cost of a Board school in Bombay, and Rs. 3, the average cost of an unaided school in Bengal. Taking all kinds of primary schools into consideration, it appears that the average monthly cost during 1906-07 was Rs. 6·2, as against Rs. 5·4 in 1901-02, Rs. 4·9 in 1896-97, and Rs. 4·5 in 1891-92. The cost varies considerably according to the management. Thus, during 1906-07 the average monthly cost of a primary school under Government management was Rs. 21·4; while that of a primary school under District or Municipal Board management was Rs. 26·3 and that of a primary school under the management of a Native State was Rs. 4·7. As regards private institutions, the average monthly cost of an aided primary school for the same period was Rs. 6·9, while that of an unaided primary school was Rs. 3·06. It is remarkable that a primary school under District or Municipal Board management should cost more than one under the direct management of Government.

Cost of educating a pupil.

263. The average annual cost of educating a pupil in a primary school was in 1906-07, Rs. 2·7, as against Rs. 2·6 in 1905-06, Rs. 2·5 in 1901-02, Rs. 2·3 in 1896-97, and Rs. 2·4 in 1891-92. The average annual cost of educating a pupil in an upper primary school during 1906-07 was Rs. 3·7, while the cost of educating a pupil in a lower primary school was Rs. 2·4.

The cheapness of primary instruction.

264. As has been frequently pointed out, these sums do not represent the total cost of primary instruction, because the village schoolmaster receives presents and fees in kind; but, as stated in the last annual report,

it is essential to bear the cheapness of primary schools in mind when treating of problems concerning them and the teachers employed in them. It will be interesting in the face of the extraordinary cheapness of primary school education to watch the effect which the abolition of primary school fees, if that scheme is carried through, will have on the cost.

Upper and lower primary schools.

265. Of the 33,954 primary schools for boys returned as existing at the end of 1906-07, 2,908 are stated to belong to the upper primary and 31,046 to the lower primary grade. Comparing these figures with those returned for the three previous quinquennia, it is noticeable that whereas the number of upper primary schools has increased by 350 during the quinquennium under review and by 648 during the last fifteen years, lower primary schools, though an increase of 1,580 is recorded for the quinquennium, are fewer now by over 400 than they were fifteen years ago.

266. The vast majority of schools are under private management, the percentage of schools under public management being at the end of 1906-07, 1·7 *per cent* as against 3 *per cent.* at the end of 1901-02. Over nine *lakhs* of pupils were at the end of 1906-07 receiving instruction in privately managed schools, while publicly managed institutions were instructing about 19,943 children.

Pupils in the primary stage of instruction in primary and secondary schools for boys.

Pupils in the primary stage of instruction. The proportion in the upper primary stage has decreased.

267. The total number of pupils in the primary stage of instruction in primary and secondary schools for Indian boys was at the close of the quinquennium under review 10,36,343. This figure shows an increase for the quinquennium under review of just over a *lakh* and a quarter, and an increase for the last fifteen years of about 2 *lakhs*. The proportion of pupils in the upper primary stage has decreased during the last five years and shows no advance during the last fifteen years. This is remarkable, but not easy to account for. It is probable that a greater proportion of the parents, whose children attend primary schools, would be willing to keep them at school during the upper primary stage, if at the end of it a leaving certificate was awarded. The abolition of the examinations for the lower and upper primary standards was alluded to in paragraph 116 of the last annual report as having withdrawn a distinct stimulus, and the desirability of organising a system of leaving certificates for these standards was suggested. No action has yet been taken, but now that the inspecting staff has been strengthened it is proposed that the question of issuing such certificates should be considered. Lower primary schools still remain in a considerable majority, but it is noticeable that the increase in the number of pupils in upper primary schools during the quinquennium under review was proportionately greater than the increase of pupils in lower primary schools. Thirty-six *per cent.* of the total number of pupils in the primary stage of instruction in 1906-07 were returned as not reading printed books. The percentage in 1901-02 was 27·4 and in 1891-92 it was 34.

Proportion of boys under instruction and male literacy.

268. It is estimated that at the end of 1906-07, 244 boys were undergoing primary instruction out of every thousand of the male population of school-going age. Calculated on the present area of the Province the figure for 1901-02 would have been 217, so that there has been considerable improvement during the quinquennium under review. It is noticeable that the figure for 1901-02 calculated on the pre-partition area of the Province was 232. This figure put Bengal at the head of all the major provinces of India. The figure quoted for the present area would have brought Bengal down below Bombay and to the second place on the list. This illustrates what has been alluded to elsewhere, namely that some of the districts now transferred were among the most advanced portions of the Province in the matter of education. As explained in paragraph 94 of the last Annual Report on Public Instruction in Bengal, the estimate of male literacy based on the figures of the last census and calculated on the present area of the Province works out at 107 per thousand only. The fact that in 1901-02 Bengal, as explained above,

headed the list in the matter of boys under instruction, but in the matter of male literacy was placed below Burma, Madras and Bombay, is commented upon by Mr. Nathan in paragraph 535 of his review, and he suggests that the rudimentary character of the instruction given in many of the Bengal village schools may possibly have some bearing on this circumstance. As no return of male literates has been made since 1901, it is impossible to say how far the discrepancy noticed by Mr. Nathan has been modified by the increase in the number of children undergoing instruction.

Finance.

General statistics.

269. The annual report for 1905-06 chronicled a slight increase in the total expenditure on primary schools for boys on the figures of the previous year. The total expenditure during 1906-07 shows an increase on the previous year of nearly a *lakh* and a half. The increase during the quinquennium under review amounted to a little over 4½ *lakhs*, while the increase during the last 15 years works out at between 7 and 7½ *lakhs*. The figures returned at the close of the last four quinquennia show that the tendency to rise which has been operative since 1891-92 was checked between 1896-97 and 1901-02, but that a fresh impetus seems to have been received during the period under review. The increase between 1891-92 and 1896-97 was nearly 2 *lakhs*, while that between 1896-97 and 1901-02 was Rs. 78,000 only; whereas, as explained above, the increase during the last quinquennium amounted to over 4½ *lakhs*.

Expenditure according to sources.

270. As noticed in the chapter on secondary education the money spent is derived either from public or from private funds, public funds comprising Provincial revenues, the funds of District Boards and Municipalities, and the revenues of Native States; while under private funds are included fees and receipts from "other sources."

Expenditure from public sources.

271. Towards the total expenditure of Rs. 25,50,768 returned for 1906-07, public funds contributed Rs. 8,94,749 or 35·1 *per cent.* In 1891-92 the percentage which public funds bore to the total expenditure was 23·6, while by 1896-97 it had risen slightly, viz.—to 25·7. In 1901-02 it stood at 25·6, so that whereas the rise during the last 15 years has amounted to 11·5 *per cent.*, 9·5 *per cent.* of the increase is ascribed to the quinquennium under review.

Expenditure from Provincial revenues and District Board funds.

272. The contribution from Provincial revenues towards the total expenditure from public funds during 1906-07 was Rs. 1,58,557, or 17·7 *per cent.* The percentage which this contribution bore to the total expenditure from public funds was in 1901-02, 16·2, whereas in 1891-92 it was as much as 27·9. On the other hand the proportion which the contributions by District Boards bore in that year to the total expenditure from public funds was 68·5 *per cent.*, whereas in 1906-07 it was 72·8 *per cent.* This shows that the policy of devolving upon District Boards the responsibility of spending the money allotted to primary education has been steadily adhered to. The District Board contribution during 1906-07 was greater by Rs. 2,60,977 than the contribution during 1901-02.

Expenditure from the funds of Municipalities and Native States.

273. The amounts received from municipal funds and the revenues of Native States have risen during the quinquennium by Rs. 16,827 and Rs. 9,345, respectively; the contributions from municipal funds being in 1906-07, Rs. 63,338 and in 1901-02, Rs. 46,511, and from the revenues of Native States in 1906-07, Rs. 20,902 and in 1901-02, Rs. 11,557. As explained in the chapter on secondary education, contributions from Native States were not shown in the statistics until 1901-02.

Expenditure from private sources.

274. Towards the total amount of Rs. 25,50,768 spent on primary schools during 1906-07, private sources contributed Rs. 16,56,019, or 64·9 *per cent.* The proportion borne by private sources was in 1891-92, 76·4; in 1896-97, 74·2; and in 1901-02, 74·3; so that slowly, but surely, a larger proportion of the cost of primary schools is being imposed on the public revenues. This aspect of the development of primary education is further illustrated by comparing the amounts returned as having been realised from fees with the total amounts returned as spent. The amount returned as realised from fees during 1906-07 is Rs. 13,42,847, and this represents 52·6 *per cent.*

of the total expenditure. The percentage which the contribution from fees bore to the total expenditure in 1891-92 was 62·9; in 1896-97 it was 60·6; and in 1901-02, 60·3. It is, however, remarkable that more than 60 *per cent.* of the total amount spent on primary schools is still borne by the persons who use them, and it must be remembered in this connexion that the total amount returned as having been paid in fees to primary schools does not represent the total amount which those persons are called upon to contribute. It has frequently been pointed out that a not inconsiderable portion of the emoluments of the village *guru* consist of *sidhas* or presents of rice, vegetables, oil, pulse, etc., which may be considered to be an integral part of the fee system in vogue in primary schools. Some attempt appears to have been made to take these payments in kind into account in the fee returns, but it is practically certain that nothing like their full value is represented. On this point Mr. Stark, Inspector of Schools, Chota Nagpur Division, observes as follows:—

"The unusual increase under expenditure from 'fees' and 'other sources' is probably due to a more exact inclusion of payments in kind. The total expenditure on account of primary education for boys has more or less increased at the end of each quinquennium. The expenditure from the several public funds gradually increased, but that from private sources generally fluctuated, according to the whims of the primary school-teachers who sometimes included, and sometimes excluded, the money value of the payments they received in kind in their returns. As a matter of fact they keep no reliable account of what they receive."

275. These remarks cast a good deal of doubt on the accuracy of the figures returned under "private sources." If, as proposed, all fees and payments at primary schools are abolished, it will be interesting to see what the primary school-teachers will claim instead from the public revenues.

Expenditure from "other sources."

276. A sum of Rs. 3,13,172 is returned as having been contributed from "other sources" during 1906-07. This represents 18·9 *per cent.* of the total contributed from private sources. In 1891-92 the percentage was 17·7, in 1896-97 it was 18·4, and in 1901-02 it was 18·8. So that during the last ten years the proportion of subscriptions, etc., to fees has remained almost stationary.

The grant-in-aid system.

Payment by results advocated by the Education Commission.

277. The Education Commission recorded a recommendation that as a general rule aid to primary schools should be regulated to a large extent according to the results of examination, an exception being made in the case of schools established in backward districts or under peculiar circumstances, to which cases the application of special rules would probably be desirable. This recommendation was accepted by the Government of India in their Resolution of the 23rd October 1884, and a system of payment of grants to primary schools on results gained at public examinations was generally adopted. The Simla Conference of 1901 condemned this system as uncertain in operation and tending to encourage cramming. The Government of India acquiesced in the view of the Conference and ordered that the results-grant system was to be as soon as possible replaced by a system of payment in which "attendance, buildings, circumstances of the locality, teachers, nature of instruction and outlay from other sources" would all be taken into consideration in assessing the grant.

The views of the Simla Conference.

Payment by results abolished.

278. As a result of this decision payment by results was abolished in this Province in 1902-03, and a system introduced according to which the remuneration of a *guru* from public funds takes the form of a subsistence allowance paid quarterly and of a further allowance paid at the end of the year; the latter depending on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school. In considering regularity of attendance local authorities are directed to make allowance for local conditions which may require the closing of primary schools, such as the monsoon rains or the exigencies of cultivation or harvesting. No fixed rate of stipends is prescribed; this is left to the discretion of the local authorities.

The present system.

The working of the new system.

279. There is a fairly general agreement among Inspectors that the present system is a distinct improvement on the former one. Mr. Küchler,

Inspector of Schools, Bhagalpur, reports that there is sometimes considerable delay in the payment of the subsistence allowances to *gurus*, and explains that though the present system is a great improvement, it is essential for its success that there should be a sufficient staff of Sub-Inspectors, and that these officers should be hardworking and reliable. He observes that where these conditions are not fulfilled, this or indeed any other system is bound to be a failure; and he adds that though the system of payment by results is more mechanical and therefore apparently easier to carry out, it was also, in the absence of constant vigilance, open to grave abuses. The recent increase in the number of Sub-Inspectors and the appointment of Assistant Sub-Inspectors ought to make the working of the system run more smoothly.

Mr. Stark's view.

280. Mr. Stark, Inspector of Schools, Chota Nagpur Division, does not join in the general approbation. His views are quoted below. It is certainly startling to learn that *gurus* have been known to resort to devices in order to avoid having to accept grants.

"During the quinquennium the former system of 'payment by results' was replaced by the present system of 'payment for efficiency.' Under the latter system schools receive a small monthly subsistence allowance, and the more efficient of them receive a lump sum, known as a further or deferred allowance, at the end of the year. To what degree primary education has been fostered by a change in the conditions upon which State aid is given, is not apparent. In 1901-02 there were 2,031 primary schools in receipt of Government support, and in 1906-07 there were 2,308 similarly favoured. Simultaneously, unaided primary schools have increased from 2,416 in 1901-02 to 2,799 in 1906-07. That is to say, the growth of unaided schools has outstripped that of aided schools. If any inference may be deduced from this circumstance, it is that the increase in the number of aided schools is not due to the system under which schools receive their grants-in-aid. Besides this, while the average roll of pupils in aided schools has risen from 27 to 28, that of unaided schools has risen from 26 to 28. These facts raise some doubt as to the efficacy of the subsistence system. It is unpopular with the generality of *gurus*, who point out that their small monthly allowance remains unaltered, while, owing to the dearness of provisions, better paid servants, than they are, get grain compensation. The aid which they receive is insufficient for them to subsist upon, and villagers tell them that as they are being paid by Government, they cannot expect to be paid also by parents. I cannot help recalling how, when I was in Orissa, it came to my knowledge that in parts of the district of Puri many schools were closed in March and re-opened in April, only to escape being put upon the list of aided schools. In this Division *gurus* from time to time lose heart, and abandon school-mastering or close a school in one village to try their fortune in another. Not unassociated with this is the discontinuance of the former Departmental public examinations which satisfied the ambition of parents and pupils by awarding certificates to all those who passed by the upper and lower primary examinations, whether they obtained scholarships or not. To sum up my experience, I am of opinion that the subsistence system is beneficial in very backward and remote places, while the payment-by-results system works better in the more advanced areas."

Special grants made by the Government of India.

The grant of ten *lakhs* of which four *lakhs* went to primary education.

281. Early in the quinquennium the Government of India made a special educational grant to this Province of ten *lakhs* to assist in the carrying out of the recommendations of the Simla Conference. Out of this amount a sum of four *lakhs* was set apart for expenditure on primary education and distributed among the districts of the Province. This distribution was made in June 1902.

The grant of ten *lakhs* to primary education.

282. The recommendations of the Simla Conference led to the launching during the year 1903-04 and 1904-05 of several schemes for the improvement of primary education. For these schemes a far larger outlay was required than could be met from the Imperial grant mentioned above. Consequently an application was made to the Government of India for a further grant, and in April 1905 a second special grant of ten *lakhs* was sanctioned, this grant being for primary education alone. The principal objects on which this grant was to be spent were—

(*a*) the organisation and aiding of *maktabs* (Muhammadan primary schools),
(*b*) the establishment of *guru*-training schools,
(*c*) the strengthening of the inspecting staff,
(*d*) the provision of building grants for primary schools.

When the partition took place a sum of Rs. 3,33,000 was made over from this grant to the Government of Eastern Bengal and Assam. The sum of Rs. 5,03,598, which is mentioned in paragraph 296 below as having been assigned during 1905-06 for the construction of primary school buildings, was derived from this special grant. The sum of Rs. 1,91,000 referred to in paragraph 355 having been allotted during 1906-07 for the building of new *guru*-training schools and the improvement of existing ones was obtained from the special grant of ten *lakhs* sanctioned in 1905.

Teachers.

Qualifications of teachers in primary schools for Indian boys and girls.

283. Following the practice of the Fourth Quinquennial Review teachers in primary boys' and in primary girls' schools are for the purpose of statistics taken together. There is a practical convenience in this arrangement; for primary girls' schools are but a drop in the ocean as compared with primary boys' schools; and except in the case of the very few institutions which are staffed by women, the teachers in primary girls' schools are of precisely the same type as that of those employed in boys' schools. The total number of teachers employed in primary schools for Indian boys and girls at the end of 1906-07 was 39,526. Of these, 2,201 or 5·6 *per cent.* are returned as "trained," while 12,324 or 31·2 *per cent.* are returned as having no special qualifications. The remainder, 63·2 *per cent.* of the total, are returned as possessing "other qualifications." The "other qualifications" are practically confined to the certificates of the former school examinations (middle English, middle vernacular, upper primary and lower primary). In 1906-07 over twelve thousand teachers employed and returned as possessing "other qualifications" had passed the lower primary examination only; and seeing that under this head are included not only all the school examinations just referred to, but also the Sanskrit title examination, the *Madrasa* central examination, and "other examinations," the conclusion that practically all the twelve thousand teachers, who are returned as possessing no special qualifications, have not read even up to the lower primary stage, seems inevitable. The number of teachers employed in primary schools who possess University qualifications are a negligible quantity. Five persons who had passed the F. A. examination were returned as teaching in primary schools in 1906-07, and all these were employed in schools for girls. Seventy-seven persons who had passed the entrance examination were returned as teachers in primary schools during the same year. That in the case of about 60 *per cent.* of the teachers employed in imparting elementary education through a course of studies in which science and nature observation lessons play a prominent part the highest qualification should be that of having passed through the lower primary stage of education is indeed a matter for serious reflection. All that can be said is that a real attempt is now being made to provide institutions for the training of primary school teachers. This matter is dealt with in the chapter on the training of teachers. A *zamindar* writing to this office on the proposed abolition of fees at primary schools questions whether the spread of the kind of instruction now imparted under the name of "primary education" can be regarded as "a thing to be devoutly wished for," unless it is to be accompanied by a "corresponding development of character."

"Though I never hold," he adds, "that a little learning is a dangerous thing, I believe that it may be so, if that little learning be not sound and healthy. Both the curricula and the mode of teaching in vogue are very much below the desirable. To let loose the school master abroad without a sufficient guarantee as to his qualifications and character is a very serious affair."

284. Considerations of this kind can scarcely be made the excuse for not doing everything possible to extend primary education, but they contain a solemn warning.

Average number of pupils *per* teacher and of teachers *per* school.

285. From the figures returned it appears that in primary schools for Indian boys there was at the end of 1906-07 one teacher to every 26 boys under instruction; the average number of teachers for every 100 primary schools for Indian boys works out at 106·5.

The pay of teachers.

286. The monthly pay of teachers in primary schools for boys in 1906-07 ranged between Rs. 4 and Rs. 18 in schools under public management, and

between Rs. 3 and Rs. 50 in schools under private management. The highest figure has been returned by a missionary school in Chota Nagpur. Salaries approaching Rs. 50 a month are extremely rare and are confined to missionary schools. In most cases where such a salary is paid at a missionary school, it is not the head *pandit* who receives it, but a superintendent who is generally a member of the mission.

Scholarships and examinations.

287. As explained in the chapter on secondary education certain Government scholarships, called lower primary scholarships, are awarded at the lower primary stage of instruction (standard II). These were formerly awarded at the lower primary examination, at which certificates were also issued. The lower primary examination was abolished during the quinquennium under review, and since the beginning of 1904 the lower primary scholarships have been awarded according to a system in which selection and competition are both operative. Briefly, the system is as follows. The scholarships allotted to the district are distributed among the police jurisdictions of the district. The Sub-Inspector of Schools then selects candidates from all the lower primary schools of each such area, his selection being limited to one candidate from each school and by the general direction that the number of candidates selected for any one police jurisdiction shall not exceed three times the number of scholarships allotted to that area. The Sub-Inspector's list is submitted to the Deputy Inspector, who, after scrutiny and such modification as he considers necessary, submits it to the District Board or District Committee of Public Instruction, as the case may be. The District Board or the District Committee of Public Instruction then holds at the head-quarters of the police jurisdiction an examination, which is mainly oral, and on the results of which the scholarships are distributed among the selected candidates. In selecting the candidates great weight has according to the rules to be attached to considerations of poverty and conduct. Only candidates from such lower primary schools as have adopted the prescribed course are eligible for these scholarships. The value of the scholarships is Rs. 2 a month each, and they are tenable for a period of two years in any upper primary, middle or high school which has adopted the prescribed curriculum. Their tenure is subject to good conduct, regular attendance and satisfactory progress. The system of awarding lower primary scholarships.

288. It has been stated that no examination at which certificates are issued is held during the primary stage of instruction. The figures returned against the standard IV and standard II examinations must therefore be regarded as representing the number of pupils successful at the annual class examinations of these standards. Throughout the school course an annual examination is held in each class for the purpose of determining promotions. Class examinations.

289. The total expenditure on scholarships held in primary schools for boys and girls during 1906-07 is returned as Rs. 19,914. Of this amount Rs. 19,776 was derived from public and Rs. 138 from private sources. The value of scholarships held in primary schools for boys amounted to Rs. 18,574, while the value of scholarships held in primary schools for girls was Rs. 1,340 only. The whole of the sum of Rs. 138 returned as derived from private sources was spent on scholarships held in schools for girls. The figures for expenditure on scholarships held in primary schools show an increase during the quinquennium of nearly Rs. 9,000. Eight hundred and eighty-two lower primary scholarships were being held in primary schools during 1906-07. This does not mean that there were only eight hundred and eighty-two lower primary scholarships being held in 1906-07, because these scholarships are also tenable in middle and high schools. Lower primary scholarships.

290. With one exception Divisional Inspectors have not recorded any views as to whether the new system of awarding scholarships may be considered to have worked successfully. Mr. Thickett, Inspector of Schools, Patna Division, remarks that the system "has removed many of the abuses connected with the old system of examination in which all the candidates were examined *en masse* without any previous selection." He adds that it has also resulted in safeguarding the interests of backward communities. The working of the system.

Buildings and equipment.

Buildings.

291. In paragraph 468 of his Quinquennial Review Mr. Nathan, in commenting on the condition of primary school buildings of this Province during the period with which he was dealing, remarked that little change had taken place since the Education Commission contrasted the primary school buildings in Bombay with the places occupied by primary schools in Bengal. Mr. Nathan added that lower primary schools in Bengal were generally held in verandahs and outhouses belonging to persons interested in the schools, in temples and mosques, or even under the shade of trees, and that upper primary schools had generally buildings constructed of temporary materials with two rooms and a verandah in front of them.

The account of primary school buildings in Bengal in the Fourth Quinquennial Review.

The present condition.

292. The Inspectors' quinquennial reports seem to indicate that the conditions are now much the same as those described by Mr. Nathan, an exception being made in the case of Sambalpur, all the primary school buildings of which district are said to be suitable. Except in Burdwan, where 90 *per cent.* of the primary schools of all classes are still without any buildings of their own, and in Calcutta, where the great majority of primary schools of all classes have no buildings of their own, but are reported to be migratory, settling where they can find a temporary resting place and being "liable to be removed from place to place according to the convenience of teachers or of the proprietors of houses," upper primary schools appear generally to have buildings of some sort of their own. The accounts given of these buildings vary. Rai Madhu Sudhan Rao Bahadur, Inspector of Schools, Orissa Division, states that the upper primary school buildings of his division are generally unsatisfactory; while Mr. Küchler, Inspector of Schools, Bhagalpur Division, reports with reference to these buildings in his division that though from an educational point of view their requirements are of the simplest, these have in few cases been even approximately realised. Mr. Thickett, Inspector of Schools, Patna Division, however, reports that 65 *per cent.* of the upper primary schools in his division "have more or less suitable accommodation."

Lower primary schools.

293. As regards lower primary schools, cow-sheds, shops, verandahs, and the compounds and precincts of temples and mosques are all mentioned as places in which these institutions find accommodation; failing any of these, the shade of a tree serves the purpose. Sometimes the *guru* holds his school in his own house, and occasionally a gentleman provides accommodation in his own house or compound. In Orissa a lower primary school is not infrequently held in the village *Bhagabatghar*, a house belonging to the Hindu community of the village and used for the recitation of the Hindu Puranas and especially of the Uriya *Bhagabat*, and, in the Burdwan Division, village *atchalas*, which are practically the Bengali equivalents of the Orissa *Bhagabatghars*, are used for the same purpose.

Equipment.

294. Inspectors' reports are generally silent as regards the equipment of primary schools, a fact for which it is not difficult to account. The Orissa Inspector informs us that almost all the upper primary schools of his division and a small proportion of the lower primary schools have recently been provided with benches, tables, stools, chairs and black-boards. As regards the provision of benches in primary schools, it is open to question whether the children are not better off sitting on the floor, which is a position quite natural to them, than perched on benches without backs, which are sometimes so high that the feet of the majority of them cannot touch the floor, and often unsteady owing to the unevenness of the ground. Desks, or even tables, on which the pupils could write and draw, are and probably will be for many years, save in the case of a few exceptional schools, an impossibility; and this being so the position which an Indian child naturally assumes when he writes sitting on the floor is probably less deleterious to his physical development than the position which he is compelled to assume when he writes sitting on a bench probably with his feet off the floor and without a table or a desk in front of him. Primary schools are reported in some cases to possess "Kindergarten boxes" and maps and, more rarely, wall pictures.

Benches in primary schools.

Proposal to supply school requisites free.

295. In proposing the abolition of primary school fees the Government of India have stated that they would desire, if possible, that books and other requisities should be supplied without charge. If primary schools can be provided out of the public funds with the apparatus which is really requisite, it ought to be possible during the next few years to make an immense step in advance in the matter of equipment. It is not easy, however, to say off-hand what school apparatus is likely to be really useful to primary schools. If it is decided to supply school requisites at the cost of the public funds, the Department will have to decide in consultation with persons who have an intimate knowledge of the schools and of the limitations of the teachers, what apparatus is required and at the same time to make arrangements for its supply at the smallest possible cost.

Special Government contribution towards the construction of primary school buildings.

296. In paragraph 105 of the last Annual Report on Public Instruction in Bengal mention is made of the sum of Rs. 5,03,598, which was in 1905-06 assigned by the Local Government towards the construction of primary school buildings on condition that a reasonable proportion of the total cost was contributed from local sources. This contribution was distributed among the districts of the Province, the wants of each district being taken into consideration in determining the amount which it was to receive. In 1906-07 a further grant of Rs. 21,949 was sanctioned. It is not possible to give a complete list of the number of school buildings which have resulted or are likely to result from this grant, for the information received from Inspectors is far from complete. The following information has, however, been extracted from the reports.

What has been accomplished.

297. Mr. Thickett, Inspector of Schools, Patna Division, reports that as a result of the contribution to his division, which amounted to Rs. 1,52,000, three hundred and eighty school buildings were to be constructed, 50 in the Patna, and 50 in the Saran, district; in the Gaya, Shahabad, and Champaran districts 40 each; and in the Muzaffarpur and Darbhanga districts 80 each. None of these buildings have as yet apparently been completed, nor when the Inspector's report was written had more than one-third of the total amount of subscriptions required been collected. The Inspector, however, expresses a hope that before the end of this year most of the buildings will be ready in all the districts except Muzaffarpur, Darbhanga, and Saran. In the Muzaffarpur and Darbhanga districts all preparations have been hindered by famine, and in Saran there is reported to have been a raising of the estimates which necessitates the collection of additional subscriptions. In Burdwan it does not appear that any school buildings have actually been erected. The only explanation offered is that "the public mind is not yet fully prepared to recognise the importance and necessity of having good houses for their schools." From the Bhagalpur Division it is reported that of the buildings which are to be erected out of the sum of Rs. 61,000 which was assigned to the division in 1905-06, some are already complete and a considerable number are in course of erection. Mr. Küchler adds that the buildings which will be erected as a result of this special grant will form but a small proportion of the total requirements, and observes that the policy indicated by this grant might with advantage be continued. Mr. Mukherji, Inspector of Schools, Presidency Division, reports that out of the 143 buildings the construction of which was sanctioned, 6 have been completed and some are under construction. The Commissioner, however, in commenting upon the Inspector's report explains that though Government sanctioned allotments for building 143 school-houses, this was done on conditions of local help and conformity to certain plans. He adds that the local help has not in many cases been realised, and that the buildings cannot be constructed for the amounts sanctioned, the result being that very little has actually been done. In the last quinquennial report on the Tributary States of Orissa reference is made to an allotment of Rs. 16,323 for primary school buildings, but no indication is given that any buildings have actually been erected as a result of this grant. It is stated, however, that the Chiefs of Mayurbhanj and Boad have undertaken to construct suitable buildings for primary schools at their own cost.

The present position and future prospects.

298. From the above accounts it appears that in a good many districts not much has actually been effected by the special grant of Government. This is

scarcely encouraging, nor does it augur well for the success of any such scheme as that adumbrated in the paragraph of the Report on Public Instruction for 1905-06 to which reference is made above. The principle of the scheme was that specially favourable grants-in-aid should be promised, where the residents of any locality were prepared to supply the funds necessary for building a school-house and to undertake to keep it in repair. If, when a considerable sum is provided unasked by Government, the local people are unable to find even the small amount required of them, which amounts nowhere to more than one-third and in some places to one-quarter only, it does not seem probable that they will in many cases take the initiative and raise money in the hope that Government will supplement it.

Night and continuation schools.

The system of night schools.

299. In paragraph 460 of the Fourth Quinquennial Review allusion is made to a system of night schools existing in Madras, Bombay and Bengal. The system, as far as this Province is concerned, has two aims, and two classes of schools are included under it. The object of the first class of school, to which the title "Night School" is usually confined, is to impart elementary instruction to children and others who are unable to attend school during the day because they have to work. The curriculum taught in schools of this class is almost invariably that prescribed for the lower primary stage. These schools are, in fact, not more than lower primary schools imparting instruction in the evening, and the great majority of them are conducted by the *gurus* of ordinary lower primary schools in the same buildings in which the day schools are held. Fees are charged for this evening instruction, and grants are made towards it from public revenues, mainly by District Boards.

Continuation schools.

300. There is another class of night schools which in its object more resembles the evening classes conducted in connexion with public elementary schools in England. These schools are generally known as continuation schools, and their object is partly to give to persons whose school education has been slight an opportunity of continuing their general studies, and partly to impart instruction in commercial and technical subjects. The number of these schools is very small, and they are confined to the Presidency Division. At the close of the period under review there was reported to be 1 school of this class in Calcutta and 49 in other parts of the Presidency Division. The subjects attempted by these schools are said to comprise English, Bengali, mathematics, drawing and modelling, and science; commercial subjects, such as book-keeping, shorthand and type-writing and correspondence; and technical subjects, such as agriculture, horticulture, cookery, tailor's work and joiner's work.

Development of the night school system during the quinquennium.

301. In the paragraph of the Fourth Quinquennial Review to which reference has been made above, it is stated that the system has never had much success; and figures are quoted to show that there had been a considerable decline both in the number of pupils and institutions during the quinquennium then under review. In paragraph 103 of the last annual report on public instruction in Bengal a further decline both in institutions and pupils is recorded, and the wisdom of encouraging schools of this kind except in big towns is questioned. As the whole history of the project has been up to the present so uniformly unsatisfactory, it would seem that it was time that the whole matter was reviewed and some decision arrived at as to whether the attempt should be abandoned, or, if continued, whether it should be re-organised. The views of the Divisional Inspectors in the matter have therefore been examined, and a *resumé* of them is given below.

Statistics.

302. As regards schools of the second class named above (*i.e.*, continuation schools) no information is available as to how far their work may be considered satisfactory. However, as these schools increased from 19 to 31 during 1905-06 and from 31 to 50 in 1906-07, there appears to be at least a demand for them. Schools of the first class (*i.e.*, night schools) also increased considerably during the quinquennium under review; and to this increase, which seems to have taken place mainly during last year, most parts of the Province seem to have contributed, except the Tributary States of Orissa, in which 19 out of the 20 night schools which existed in 1901-02 are reported to have come to an end

during the quinquennium. In Orissa 30 new schools were started in 1906-07, 29 in the Balasore, and 1 in the Puri, district; and in the Bhagalpur Division 15 new schools were opened during the same period. In Chota Nagpur the numbers rose during 1906-07 from 185 to 231; while in the Patna and Burdwan Divisions the numbers rose during the quinquennium from 4 to 93 and from 106 to 219 respectively. It is not possible to state in exact figures what the increase in the number of schools of this class or of the pupils attending them has been either during last year or in the course of the quinquennium under review, because the information is not available for 1901-02 for the present area of the Province, and in the returns for 1905-06 and 1906-07 no distinction is made between schools of the first and those of the second class. At the end of 1905-06, 773 schools were returned as attended by 15,873 pupils; at the end of 1906-07 the number of schools was returned as 928 and the number of pupils attending them as 18,882. The figures quoted for Bengal in 1901-02 in paragraph 460 of the Fourth Quinquennial Review are for the Province as it was before the partition, and therefore afford no basis for comparison. The total expenditure on night schools and continuation schools during 1906-07 is stated to have been Rs. 31,310.

The opinions of Inspectors with regard to night schools.

303. The general verdict of Inspectors as regards these schools appears to be that there are distinct possibilities in the system, but that no serious attempt has ever been made to foster these schools, and that the working of the system never having been properly supervised, it has lent itself largely to fraud. Mr. Küchler, Inspector of Schools, Bhagalpur Division, states that theoretically these schools are deserving of support, but that it has been found in practice that, unless carefully watched, they simply open a gate way to fraud on the part of the *gurus*. He goes on to relate that the Deputy Inspector of Schools, Monghyr, found by paying surprise visits that most of the night schools in the Monghyr Municipality existed in name only. The Inspector adds that it is doubtful whether many of the night schools returned for his Division other than those maintained by railway companies and the mission authorities in the Darjeeling district are genuine. Mr. Stark, Inspector of Schools, Chota Nagpur Division, states that in his opinion there is a decided opening for schools of this class, especially in the villages round about industrial towns, such as Jheria and Giridih. He reports, however, that at present night schools are neither fostered nor supervised, one of the results of this lack of supervision being that "to save a few pice of lamp oil, the teacher permits a solitary *dibbia* to shed its 'dim religious light' over the class room." The Inspector suggests that it should be regarded as an offence serious enough to compromise the grant for the school-room to be insufficiently lighted. Mr. Thickett, Inspector of Schools, Patna Division, explains that these schools depend upon the material condition of the people and fluctuate with it. He admits that they lend themselves readily to abuse at the hands of dishonest *gurus*, and to this he ascribes the fact that they do not receive the encouragement which they would otherwise deserve. As these are the only schools by which the labourers can be reached, they should in his opinion be encouraged under proper safeguards. He explains that in the Patna Division grants of oil for lighting are made, the principle apparently being that when a school has provided itself with hanging lamps, oil is provided. The Inspectors' reports do not make it clear whether the lack of supervision, as to which they all agree, is due in any way to causes which might be removed, such as slackness on the part of the subordinate inspecting staff, though the Patna Inspector states that the inadequacy of the inspecting staff favours the practice of fraud. It is essential that satisfactory arrangements should be made for the proper supervision of these schools, and, since the recent increase in the inspecting staff renders this possible, the matter will be taken in hand at once.

304. It may be mentioned in this connexion that the Secretary of the Church Missionary Society, Calcutta, in addressing this office on the proposed abolition of fees for primary education, states that in many villages 90 *per cent.* of the boys are employed as cowherds, and that they spend ten hours of the day in the fields. He adds, therefore, that any system of free education should be supplemented by a system of free night schools. The suggestion is worth

considering, but it is a little difficult to believe that an ordinary boy after ten hours' field work would be in a condition to profit by instruction.

Teachers as postmasters.

Number of schoolmasters doing postal work.

305. It appears from the Divisional returns that at the end of 1906-07 there were 602 schools in which one of the teachers was in charge of the postal work of the village in addition to his scholastic duties. Inspectors' reports are unanimous as to to the smooth working of the system; and it seems to be generally agreed that from the point of view of education the system is a good one. Mr. Thickett, Inspector of Schools, Patna Division, remarks that the system has not interfered with the teaching of the schools; while, on the other hand, it has by bringing the teacher into contact with the literate population of the area served by his post office, given him opportunities for improving the condition of his school; and "by adding to the emoluments of the post," it has "helped in the appointment of more efficient teachers." Mr. Stark, Inspector of Schools, Chota Nagpur Division, on the other hand, questions the desirability of the system, though he appears to think that in its most recent development it is less objectionable. What he says is as follows:—

"To our schools the compromise of allowing a village school-teacher to be also the rural postmaster is a mixed blessing. The objection to the practice decreases when the second master holds the dual appointment, for the head master will not generally permit his assistant to interrupt his school work by attending to the demands of the post office. To this virtuous attitude he is actuated by jealousy, for not infrequently the income of the second master from the school and the post office exceeds the salary of the head teacher. When the post arrives, or has to be despatched, during school hours, postal work is detrimental to school work, otherwise the arrangement of having school postmasters is an arrangement advantageous to both the Education and Postal Departments. When the scheme was first started the head masters of upper primary and middle schools used to be made postmasters. But as it was found that there was no check upon the head master to see that he would not sacrifice the interests of the school to the interests of the post office, for the last few years the tendency has been to disqualify head masters for the dual appointment."

The working of the syllabus of 1901 and the revision of the curriculum for standards I and II.

The syllabus of 1901.

306. More than a quinquennium has passed since the publication of the now famous Resolution of the 1st January 1901, which was to revolutionise Indian school teaching by the introduction of a system under which "children are trained and not taught," that is to say, trained "to do and learn things of themselves"; encouraged to feel that "each one possesses a certain amount of innate intelligence and initiative, the gradual development of which depends on the child himself and his personal activity"; and "led to see that eyes, ears, and hands all help in the acquiring of knowledge." Under this system school work was to become for children "a developed part of their every-day life"; while habits of accuracy and obedience were to be "inculcated by the process of stick-laying and simple physical exercises and action songs." The difficulties of realising these high ideals were recognised, but the excellence of the system was to be a talisman powerful enough to inspire in time with the enthusiasm of Froebel even the dullest *guru*, and even during the period of transmutation a solid gain would be realized, for "bad teaching with a good educational system will produce better results than bad teaching with a bad and unsound system." Nothing, we are told in the Resolution, could be worse than the system which then prevailed, for it was "an entirely mechanical system of training the memory whereby all the other faculties are dulled at the expense of monotonous parrot-like exercises."

The old and the new scheme compared.

307. In paragraph 502 of the Fourth Quinquennial Review the lower primary and upper primary courses under the old and new scheme are compared in detail, and it would therefore be superfluous to repeat the comparison here. Suffice it to say that in the Infant class which was to be divided into three sections, the course of each of which was to extend over a year, the children were under the new system to be taught (*a*) "Kindergarten and object lessons for training by observation or impressions obtained through

the senses"; (*b*) simple lessons about the human body and about animals; (*c*) lessons on number, the writing of numerals, notation and simple calculations; (*d*) Kindergarten occupations; such as stick-laying, seed-placing, etc.; (*e*) drawing and tracing; (*f*) the learning of the alphabet and the reading of simple printed and written language; (*g*) the writing of letters and simple words; (*h*) the learning by heart and the recitation of poetry. In the lower primary course the class reading book was abolished and a science primer was introduced, which was to consist of a certain number of pages on (1) botany, (2) natural history, (3) agriculture, (4) physics, (5) chemistry, (6) hygiene, and (7) domestic economy. The agricultural section was to be read by boys in country schools instead of the sections on physics and chemistry. The hygiene portion was to be read by boys only and the domestic economy portion by girls only. Object lessons on the sky and air were added; drawing was included, as also manual training, by which term the manipulation of leaves and the cutting of paper was dignified, but this pastime was left optional. The upper primary course was enlarged by the addition of a historical reader, a geographical reader and a literature book, practical geometry and mensuration being also added and the scope of the object lessons on natural objects being enlarged. The science primer for these standards was to comprise all the subjects specified above as being included in the lower primary science reader, their scope being proportionately widened.

The lower primary science primer.

308. Now the motives by which the framers of this new system were actuated were to a certain extent unassailable. They saw a system of elementary instruction which consisted wholly of making children commit to memory certain statements either taken from books or verbally imparted, and of mechanically instructing them in certain processes, such as writing, counting and calculating. They felt that, if elementary education in India was to do anything to revivify the masses, modern developments of infant teaching could not be wholly ignored, and that anything was better than allowing things to go on in the same old groove. The task of reform which they set themselves was, moreover, surrounded by colossal difficulties, as indeed it is now. In the primary schools in which the new system was to work there were 50,000* teachers whose qualifications the late Director in writing to Government in 1902 described by saying that it was almost impossible to convey to the ordinary educated Englishman or European even an idea of them. To say that the majority of these men were able to read and write and to do a little arithmetic was to rehearse the sum total of their accomplishments. How could these men be got to assimilate the principles of the Kindergarten system and to learn to teach their pupils about things instead of confining them to a repetition of words? How indeed? There seemed to be a gulf which no earthly ingenuity could bridge, and accordingly a compromise was arrived at. The compromise was the science primer. If it was too much to expect that children should be taught to observe the natural objects of the world around them, they might at least read about them, and the teachers could be instructed to base their teaching on the book and not confine it to it.

The motives of the framers of the 1901 syllabus and their difficulties.

The primary school teachers.

The science primer a compromise.

309. Accordingly books containing the congeries of information which is outlined above were put together, and the system was quickly got into working order. Like many compromises this arrangement has failed, and the main, if not the only, result of the change introduced has been that instead of committing the old reading book to heart the children now learn by heart and repeat by rote the new science primer. It would be superfluous to point out that the new system as it has actually been worked in the schools of Bengal is about as far removed from the principles of Froebel or indeed those of any modern system of teaching, as was the system which it supplanted. In paragraph 110 of the last annual report on public instruction in Bengal it was pointed out that children of the age for which the lower primary course is intended "are incapable of learning science, for generalising from facts belongs to a later stage of mental discipline, and instruction with this aim can only be given, if the power of intelligent and accurate observation has been first developed." It is not quite clear whether the aim of the science primers

The effect of the introduction of the science primer.

* This number has been reduced to 39,326 as a result of the partition.

was intended to be the development of the power of observation or the imparting of scientific information. If it was the former, then in the words of the Government Resolution which recently published the revised syllabus for standards I and II, it is difficult to see how the faculty of observation can be developed by reading scientific treatises. If the latter was the aim of those on whose recommendation science primers were introduced, then the success of their experiment can best be gauged from the following remarks made by Mr. Küchler, in his review of the working of the new system which is included in his quinquennial report of the Bhagalpur Division:—

"The second defect [of the vernacular system] is the undue prominence given to the teaching of science. Less objection could have been taken to this feature of the scheme, if adequate provision had at the same time been made for the subject being efficiently taught, but a system which contemplated the teaching of science by means of so-called scientific readers—mere compilations in the various vernaculars placed in the hands of ill-qualified teachers—was obviously foredoomed to failure."

A proper study of the vernacular was one of the aims of the 1901 syllabus.

310. Moreover the vernacular system aimed at a reform quite other than that of the application of the principles of the Kindergarten to elementary teaching, namely that every Indian child should under it have a chance of acquiring a proper knowledge of his own vernacular. This excellent object has also been frustrated by the introduction of the science primer, which it must be remembered is in standards I and II the only book which is read. To introduce a child to a knowledge of its own language through the medium of a science primer would probably be an unwise experiment, even if one could be sure of producing a primer which from the point of view of language and style could be considered a good book for beginners. But the science primers which have been produced have not been good either from the point of view of science or language, and indeed as regards the latter it is very doubtful whether, Indian vernaculars being at their present stage of development, a vernacular elementary science primer could be produced which from the point of view of language and style could be considered a good book. The matter to be conveyed is largely foreign to the spirit of the language, and the scientific terms used have to be either transliterations or far-fetched reproductions. The working of the present arrangement is described by Mr. Küchler as follows:—

Children introduced to the study of their own language through the medium of a science primer.

"This subject [science] not only occupies a quite disproportionate place in the syllabus but children are actually expected to make their first acquaintance with their own vernacular through the medium of science readers, these being the books prescribed for lessons in reading up to the end of standard II. There is a certain amount of ingenuity shown in this attempt to kill two birds with one stone, but the result is that the mark is missed in both cases. * * * * Under no circumstances is it desirable to teach a child its own tongue through the medium of compilations on elementary science, but the objections to this method are doubly strong, when as in the present instance the diction of these publications is open to serious objection."

The revised syllabus.

311. With Government Resolution No. 1028T.—G., dated the 10th June 1907, a revised syllabus for the infant section and for standards I and II was published, and it was ordered that the revised syllabus should be taught in schools from the beginning of 1910. An account of the circumstances which led to the syllabus being drawn up or of the principles on which it is based is unnecessary, for they are set forth in the Resolution just referred to. Nor is it proposed to give an account of the syllabus, for it too is now before the public. It seems desirable, however, to anticipate a criticism which is sure to be made, when some of the remarks which are recorded above are read in the light of the requirements of the revised syllabus. Granted, it may be said, that your criticisms of the existing system are justified, and granted that the revised syllabus is educationally sound, what advance can an improved syllabus hope to effect so long as the majority of the teachers employed are as hopelessly incompetent as has been described? You cannot train 39,000 teachers, however many *guru* training schools you may establish, and even if you could, it is extremely doubtful whether a great majority of them would profit at all by a training course! The reading of a science primer may be educationally of little value, but do you suppose that your lower primary school *pandit*, when he gives a nature observation lesson by the light of his unaided wit, will effect much more?

Can an improved syllabus effect anything?

312. It is idle to deny that there is a good deal in a criticism of this kind; but granted that the outlook is bad and the difficulties which surround any widespread reform are immense, is that any reason for continuing to prescribe what is not only radically unsound but hopelessly counterfeit? If one of the main aims of primary education in India is to develop in the children of the lower classes the power of intelligent and accurate observation—and to abandon this object is practically to abandon or at least to postpone indefinitely the only hope of rousing these classes from the lethargy in which they are sunk—then there are certain recognised principles on which our syllabus of instruction must be based and our elementary school teaching organised. We have not got the material to carry these principles fully into practice;—let us admit that frankly;—but even then a syllabus which sets forth what should be done would seem to possess some utility. It is useless to pretend that we have even set things in train for the realisation of our ideals, so long as what is actually practised—and practised at the direction of the Education Department—is entirely inconsistent with the principles which we profess.

A sound syllabus is valuable even if not immediately realisable.

313. Moreover it is not by any means necessary that the revised syllabus should produce the chaos that some may be inclined to predict. If a *guru* cannot give the nature observation lessons which the syllabus prescribes, at least we may hope that there will be a good class reader available, and the children will at least be better employed reading this than reading a science primer. Besides no one ever knows what he can do, until he is compelled to try, and there is at least a chance that some teachers, when they find themselves compelled to teach instead of dictating from a book, will develop with assistance some slight teaching capacity. Moreover, it must never be forgotten that this syllabus extends to all classes and grades of schools. There are schools where sound work is appreciated and to a certain extent practised; and it is a fatal policy to handicap the work of such institutions by imposing upon them what is unsound out of consideration for the least efficient. The fact that the inefficient predominate does not in the least justify a policy so detrimental. On the contrary the fewer the sound schools, the more essential is it that their soundness should be preserved and their development fostered, for it is from them, if from anywhere, that the mass will be revivified.

The restoration of the class reader.

No teacher knows what he can do until he is compelled to try.

The syllabus should be framed to suit the most and not the least efficient.

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

The scope of the chapter.

314. The scope of this chapter is the training of teachers, male and female, for schools for Indian boys and girls. The training of teachers for European schools is dealt with in the chapter on the education of Europeans. The school education of Indian children is carried on partly through the medium of English and partly through the medium of the vernacular. Consequently the teachers employed in Indian schools may be divided into two classes—(*a*) those who teach through the medium of English, (*b*) those who teach through the medium of the vernacular. The former are generally known as English teachers, the latter as vernacular teachers. The object of this chapter is to give some account of what has been attempted in the matter of the training of teachers in the past and of what it is proposed to do in the future. The problem of the English teacher is distinct from that of the vernacular teacher, and the subject will therefore be treated under these two heads. Further, as the training of female teachers is a problem which is distinct from that of the training of male teachers, and one which has been taken up on different lines, this matter will form the subject of a separate section of the chapter.

The training of teachers for Indian schools.

Male teachers.

The English classes and the training of English teachers at Kurseong.

The "English classes" at the vernacular training schools.

315. What has been attempted in the past in the matter of the training of male teachers for work in the upper classes of secondary schools in which instruction is imparted through the medium of English is soon told. In the year 1896 special "English classes" were started in connexion with the Government vernacular training schools at Calcutta, Hooghly, Patna, Cuttack, and Dacca. There were two graded courses, each extending over a year, one for those who had passed the entrance examination only, the other for those who had passed the F. A. examination, but had gone no further. On the results of the examinations, in which both courses culminated, "third grade" and "second grade" certificates were awarded to students of the former and latter classes respectively. The courses were purely technical and comprised the art of teaching, school management, and physical and moral training. First grade certificates were awarded to graduates on the result of an examination in these subjects of an appropriate standard. A graduate was not required to go through any preliminary course of training before he entered for this certificate. The following account of the working of these classes appears in Mr. Nathan's Quinquennial Review:—

> "These English classes.....have not been a success. Being an integral part of normal schools for the training of vernacular teachers, the classes were naturally regarded as having a low status, and failed to attract good candidates. They were consequently obliged to admit such students as they could obtain, and contained students whose educational qualifications differed too widely to admit of their being properly taught together. Even had the classes been well filled, the means of giving a proper training did not exist, since the practising schools attached to these institutions were not English high schools, such as the students were afterwards to be employed in, but vernacular schools. Moreover, the graduates in charge of the classes were themselves untrained men, without any acquaintance with the training of secondary teachers. They were unequal to the task of creating the art which they were called upon to impart in institutions not equipped for the purpose."

316. These classes were abolished in 1902-03, but the examinations were continued, and it is on the results of these examinations that the "English Teacher's certificates" are awarded.

The attempt to train Indian teachers at the Victoria Boys' School, Kurseong.

317. Another scheme which must be mentioned in this connexion was the attempt to train a few Indian teachers in connexion with the training class for European and Eurasian teachers which was opened in 1899-1900 at the Victoria Boys' School, Kurseong. Reference has been made to this venture in the chapter on secondary education, and some observations have there been made with regard to the value of the work accomplished. Briefly, the scheme was this. The *raison d'être* of the class was the training of European and Eurasian teachers. Accommodation was provided for 16 European or Eurasian students, 10 of whom were to be women and 6 men. As a fact only one European male student ever joined the class, so that for all intents and purposes the class was a class for the training of European and Eurasian women. No separate buildings were constructed; a class room in the Victoria School was given up to the students and a European officer was imported to conduct the training class and supervise the Victoria School, which became forthwith the Victoria Training College. At the beginning of 1901 appeared the Resolution which ushered in the vernacular education scheme. Allusion has already been made to the extreme difficulty which was felt with reference to the almost complete absence of teachers competent to teach the syllabus of the vernacular scheme. One of the methods devised for surmounting this difficulty was that selected Indian teachers should be attached for a few months to the training class at Kurseong and that these teachers having imbibed there the principles of the new scheme and seen their practical application in the Victoria School should in their turn, as members of the teaching staffs of the vernacular training schools, impart this knowledge to others. It is almost impossible to conceive a scheme less calculated to be successful. The sojourn of these future reformers of Indian school-teaching at the fountain-head of information was in the first place for about four months only. In the second place the Indian teachers were, as has been noticed elsewhere, mere

adjuncts of a class, the main object of which was not the training of Indian teachers at all. There was only one officer for all the work connected with the training class, and this officer had in addition the full responsibility of a large school on his hands. Consequently it was impossible for him to give the Indian students any separate lectures or much individual attention. The Indian students came ostensibly as experienced teachers and educated men to be initiated into the so-called "Kindergarten methods" of the vernacular scheme. The students for whom the class to which they were attached existed were Eurasian girls fresh from school who came to be trained as ordinary class teachers, liable to be called upon to teach any subject of the curriculum prescribed in the Code for European schools. The Indians spent their time in listening to the lectures delivered to the female students, the majority of which were in no way connected with Kindergarten methods, and in watching these students in their attempts to give lessons. The Victoria Boys' School was in those days neither up-to-date nor particularly efficient. It did not then, nor has it ever, possessed a Kindergarten, and the curriculum being that prescribed in the 1897 Code for European Schools in Bengal had only this much in common with the course of studies prescribed under the vernacular scheme, that every week one object-lesson which might be given on any object, animate or inanimate, had to be given in each class. This training class for Indians was discontinued at the end of 1903.

The proposed Calcutta training college for English teachers.

318. The quinquennium under review has been an era of schemes. In 1902 the late Director proposed the establishment of an English teachers' college for graduates at Hooghly and of two normal colleges for such teachers, one at Dacca and the other at Bhagalpur. The teachers' college was to be affiliated to the University, and its course of instruction was to extend over one year. The two normal colleges were not to be affiliated to the University; admission to them was to be confined to students who had passed a general examination not inferior to the University entrance or school-leaving examination, and their course of training, which was to extend over two years, was to comprise not only instruction in school management and the practice of teaching, but also a revision and extension of the ordinary studies of a high school. The staff proposed for these institutions was, for the teachers' college, a principal, a master of method and a head master, and for each of the normal colleges a principal, who was also to be a master of method, and a head master. The principal of the teachers' college, who was also to be superintendent of English teachers' training colleges, was to be a member of the Indian Educational Service. The other officers were all to be recruited outside the grades of the Educational Services on salaries of Rs. 400 a month in the case of principals and of Rs. 300 a month in the case of masters of method. These schemes received the sanction of the Secretary of State in 1904, and by the beginning of this year the whole sanctioned staff had arrived from Europe. In the meanwhile the partition of Bengal had taken place. Consequently one principal of a normal college and one head master were handed over on their arrival in India to the Government of Eastern Bengal and Assam. Of the two head masters retained for this province one was found after a month's residence in Calcutta to be physically unfit for work in India and was permanently invalided. Mr. R. S. Varley, who was appointed to the post of principal of the teachers' college, joined on the 1st October 1906. He remained in India until the end of March 1907, but he has since resigned. One of the head masters and two of the masters of method are now working in this Province. One of the masters of method, who has had experience of school work in Singapore, is acting as an inspector of schools; the other, along with the head master, is employed in connexion with the Presidency College and the schools attached thereto.

The proposed teachers' college at Hooghly and the proposed normal colleges at Dacca and Bhagalpur.

319. Mr. Varley's brief sojourn in India cannot be regarded as having been in vain; for it allowed all the training college schemes which though sanctioned had not been carried into effect to be subjected to the criticism of one who was not only a scholar but who had also made a special study of the

Sir Alexander Pedler's schemes modified.

problem of the training of teachers. The result of Mr. Varley's criticism has been that proposals have been made to modify considerably both the scheme for the training of English teachers and that for the better training of vernacular teachers which is dealt with below.

Mr. Varley's criticisms.

320. An enumeration of the various considerations which led to the modification of the schemes already sanctioned would be entirely beyond the scope of this chapter. Suffice it, that as regards the scheme for the training of English teachers Mr. Varley insisted that the training college ought to be located in an educational centre and in close proximity to the leading University college of the Province. As regards Hooghly he pointed out that the field for practising work which could there be made available was entirely inadequate, and at the same time he was of opinion that the educational influence of Calcutta, which had been put forward by the late Director as an argument in favour of the location of the teachers' college at Hooghly, would, as far as the students were concerned, be practically inoperative. On these considerations, and also because of the known unhealthiness of Hooghly, it has been proposed to Government that the English teachers' college should be located in Calcutta.

The objection to Hooghly as a site for the English teachers' college.

Proposal to locate the English teachers' college in Calcutta.

Proposal to amalgamate the proposed English teachers' college and the normal college.

321. Moreover Mr. Varley was unable to appreciate the reasons for which it had been proposed to establish two training institutions of different grades for English teachers and to locate them in different places. On the contrary it appeared to him to be both more economical and more calculated to promote the efficiency of each that the two institutions proposed should be located in the same buildings and be regarded as two departments, the one the senior, the other the junior, of one college. It must be remembered in this connexion that the original proposal was that the principal of the English teachers' college should also be the superintendent of the normal college, and as Mr. Varley pointed out, the principal would obviously be able to exercise a much more real supervision over both institutions, if they were located in the same buildings. Moreover, the arguments in favour of the location of the English teachers' college in Calcutta seemed to be equally applicable to the case of the normal college, and the principle on which partly, at any rate, Bhagalpur and Dacca had been selected as sites for the normal colleges, namely, that the institution located at the former place would serve the needs of the western section of the Province, while that situated in the latter would serve the needs of the eastern section, had ceased to hold after the partition. As a result of these considerations it has been proposed that instead of an English teachers' training college at Hooghly and a normal college at Bhagalpur a combined college with a senior and a junior department should be established in Calcutta.

The junior department of the combined college to be confined to persons who have passed the intermediate examination.

322. In one other respect the reconsideration of the scheme has resulted in a very important modification being proposed. It has been explained above that the original idea of the normal colleges was that they should admit students who had passed the matriculation examination or its equivalent and put them through a two years' course, which was to be partly pedagogical and partly general and which was to end in a departmental and not in an University examination. This proposal appeared, however, to be open to serious objections. In the first place it is notorious that a considerable proportion of the students who pass the matriculation examination know so little English that they are unable, to start with at any rate, to follow even ordinary college lectures in English. It was not clear how such men could profit by a training course conducted entirely through the medium of English. Nor was even the partial training of such students through the medium of the vernacular considered feasible, for this could only be done if the English teachers' training college was provided with a staff capable of imparting instruction through the medium of at least three vernaculars, and a provision of this kind would involve a wasteful reduplication of the work of the vernacular training school. Again, though it is true that the great majority of teachers in secondary schools who have any recognised qualifications at all have not gone beyond the matriculation examination, it ought to be emphasised as a matter of principle that persons whose general qualifications are less than those represented by the intermediate examination should not be English

teachers in secondary schools at all. It can scarcely have been contemplated that the main object of the normal college was to train those teachers already employed, whose education ceased at the matriculation examination, for even if the college admitted none but these, it would take 50 years to train them. The aim should be to attract to training colleges not the worst material but the best. The junior department of the combined college will be able to turn out at most 50 students a year. Even if the secondary school teacher with qualifications which do not go beyond the matriculation examination is not eliminated for years, it is surely better that the teachers which this department will turn out should be men of some general education.

The affiliation of the junior department of the combined college to the University.

323. Again the recently published regulations of the University of Calcutta provide not only for the degree of Bachelor of Teaching which may be taken at any period subsequent, by more than a year, to the passing of the B.A. or B.Sc. examination, but also for a licentiate in teaching which cannot be taken until at least two years after the intermediate examination in arts or science, but for which the preparatory course required by the University regulations can be completed within one year. It is in accordance with the original proposals that the senior department of the combined college should prepare candidates for the degree of Bachelor of Teaching, and for many reasons it appeared to be desirable that the junior department also should adopt the University syllabus and prepare candidates for the licentiate in teaching. It has been definitely proposed that ordinarily the junior department of the proposed college should be confined to men who have passed the intermediate examination, and that, to start with at any rate, the course should be a one year's course culminating in the University examination for the licentiate in teaching.

Proposals for the provision of practical work for the students.

324. Mr. Varley moreover emphasised not only the necessity of providing for the students adequate facilities for practical teaching work, but the importance of having that work carried on under proper conditions. He pointed out that the object of sending a student to teach a class is that the school to which he is sent should help to make him a teacher by forcing him to teach beyond his own standard. If therefore the students are sent to practice in a school, of which the level of efficiency is low, the whole atmosphere breathing perhaps the very things which young teachers should avoid, they run a serious risk of being harmed instead of being benefited. As a result of these representations the establishment in connexion with the college of a demonstration school designed to illustrate the most approved methods of organisation has been proposed, and it has been further suggested that six selected Indian teachers should be sent to England for one year's training to be appointed hereafter to the staff of this school. The school should, it is proposed, hold 400 pupils; and the practical work of the students will be mainly carried on in this institution, though it is not proposed that it should be confined to it.

The staff proposed for the combined training college.

325. Finally it is thought that the staff sanctioned for the proposed colleges at Hooghly and Bhagalpur will not be sufficient for the combined training college in Calcutta, and the following staff has now been asked for:—

(*a*) a principal of the senior college department and superintendent of the senior and junior college departments—to be an officer of the Indian Education Service.
(*b*) a vice-principal of the senior college department and principal of the junior college department—to be an officer of the Indian Education Service.
(*c*) a master of method in the Indian Education Service.
(*d*) a master of method.
(*e*) a master of method.
(*f*) two trained Indian masters of method.
(*g*) an assistant drawing master.
(*h*) a drill master.

As regards the officer mentioned at (*c*) above, Government has been asked to secure the services of an officer fully acquainted with the recent improvements in the teaching of elementary drawing.

Examinations for teachers in secondary schools.

The examination in English idiom and pronunciation.

326. One of the recommendations of the Simla Conference was that teachers of English in secondary schools should be required to satisfy some preliminary test as to their English-speaking qualifications. As a result of this recommendation the Government of Bengal issued in 1902 orders to the effect that after the 1st April 1903 no teacher who had not passed an examination in English idiom and pronunciation was to be appointed in any publicly managed or aided secondary school to teach English or any other subject through the medium of that language. The appointment of any vernacular teacher to a post which involved teaching in or through the medium of English was also forbidden with effect from the date specified. The managers of unaided secondary schools were invited to co-operate in enforcing these restrictions. Inspectors of schools, principals and professors of colleges affiliated to the Calcutta University and principals of training colleges are authorised to conduct this examination, subject to the proviso that no one may conduct the examination who was not born and educated in Great Britain or Ireland or in an English-speaking Colony. All the above officers who possess the necessary qualifications are required to arrange every quarter for the holding of an examination. No information is forthcoming as to how far this regulation has effected any real improvement in the teaching in the upper classes of secondary schools. The quality of the teaching is still no doubt extremely poor, but it is probable that this examination has kept out some extremely bad teachers and has inspired others with some desire to improve their English.

Half-yearly examination for teachers.

327. Pending the establishment of institutions for the training of English teachers Inspectors of Schools have been authorised to hold half-yearly examinations in the art of teaching. The examination is short and oral and includes a practical teaching test.

The training of vernacular teachers.

The two aspects of the problem.

328. The problem of training vernacular teachers has two aspects, the training of teachers for the higher classes of vernacular schools and the vernacular classes of English schools and the training of teachers for the lower classes of vernacular schools and for primary schools generally. The latter aspect of the problem almost resolves itself into the question how the ordinary village school master is to be made fit for his work. In the ensuing paragraphs an attempt is made to show with reference to each aspect of the problem what has been attempted in the past and with what success and what line of development has been proposed for the future.

The first grade training schools.

A list of the schools.

329. The institutions at which teachers are trained for the higher classes of vernacular schools and the vernacular classes of English schools are known as first grade training schools. At present there are six of these institutions, namely, the Government training schools at Calcutta, Hooghly, Ranchi, Cuttack and Bankipore, and the Church Missionary Society's Training School at Krishnagar, which is an aided institution. As all these institutions date from a period previous to the quinquennium now under review, their origin and organisation have presumably been described in former reports, and any attempt to describe them here would therefore be superfluous. All that need be mentioned is that since the abolition of the middle scholarship examinations as public and certificate awarding tests, the minimum qualification for admission to a first grade training school has been the "primary examination," which is, as has been explained elsewhere, held at the end of the course prescribed for standard VI. Further reference will be made to this point later on.

The qualifications required for admission.

The course of studies and the vernacular mastership examination.

330. In July 1901 a Government order reduced the course of studies at first grade vernacular training schools from three years to two. The first year's course culminates in the vernacular mastership examination of the second grade, and successful candidates at this examination are rewarded with second grade certificates. The second year's course leads up to the vernacular mastership examination of the first grade, on the results of which first grade certificates are awarded. Some students leave the training schools after gaining second grade certificates.

The vernacular mastership examination is not confined to students of training schools.

331. The vernacular mastership examinations are not confined to students of recognised first grade training schools. To the second grade examination any teacher is admitted who possesses the educational qualifications required for admission into a first grade training school, provided that he has worked as a teacher for one year subsequent to his passing the examination which conferred upon him the qualifications required. To the first grade examination any teacher is admitted who has passed the second grade examination and worked as a teacher for a period of not less than six months. These concessions, theoretically at any rate, appear to be of extremely doubtful wisdom. They seem to admit the principle that the course of training is little and that the examination which terminates it is much, and to suggest the question, why any prospective teacher of tolerable smartness should trouble to join a training school, when he can secure the same certificates in the course of the ordinary practice of his profession. It is true that speaking generally there does not appear to be any dearth of candidates for admission to the first grade training schools, though Mr. Stark, Inspector of Schools, Chota Nagpur Division, definitely complains that the Ranchi Training School is not well attended. Further reference will be made to this point.

The teachers' manuals and the general course of study.

332. The course of studies appears on paper to be very elaborate, though the pedagogical part of the course is extremely meagre. Practical work is enjoined, but the only theoretical study of the principles of teaching attempted is the reading of the Senior and Junior Teachers' Manuals. The general verdict on these works is that they are the most worthless productions, and it seems to be extremely doubtful whether the students derive any benefit whatever from the study of them. On the other hand the general course comprises (*a*) Bengali literature and grammar and Sanskrit (at the Ranchi and Patna Training Schools Hindi literature and grammar and Urdu are substituted for these subjects), (*b*) the history of India, (*c*) general geography with special reference to the geography of Bengal and physical geography, (*d*) arithmetic and algebra, (*e*) geometry and mensuration, (*f*) elementary science (physics, hygiene, chemistry, botany, agriculture and natural history), (*g*) drawing and practical geometry, (*h*) manual work (seed-placing, paper-plaiting, stick-laying, clay-modelling, rope-work, mat-weaving and basket-making), and (*i*) drill. All these subjects except "manual work" are obligatory.

The deterioration of the training schools and the causes to which it is ascribed.

333. There is evidence of a widespread feeling that the students trained at the first grade training schools have recently deteriorated considerably. This view is supported not only by the reports of inspecting officers but also by the letters of various persons who were consulted on the improvement of secondary education. The main causes to which this deterioration is ascribed are the reduction of the course to two years and the abolition of the practice of holding a public examination at the end of the middle stage of school instruction, which is alleged not only to have made it difficult to decide, whether a candidate for admission to a first grade training school has the requisite educational qualifications, and to the consequent admission into the training schools of inferior material, but also to have resulted in an actual lowering of the standard of acquirement attained during the school course.

The views of Rai Madhusudan Rao Bahadur.

334. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, writes on this point as follows:—

"The supply of trained vernacular masters . . . . . is quite adequate to local requirements . . . . . but the quality of such masters has undergone some deterioration in the matter of general scholarship in consequence of the period of study having been

reduced from three to two years and of the further circumstance that the 'primary examination' for middle schools which has recently been instituted is not a test sufficiently stringent and uniform for the purpose of providing eligible students for first grade training schools."

The views of the Head Master of the Patna Collegiate School.

335. Babu Nalini Mohan Sanyal, Head Master of the Patna Collegiate School, asserts unhesitatingly that the men who are now turned out of first grade vernacular training schools are "much inferior" to those who used to pass out of these schools. He ascribes this deterioration partly to the reduction of the period of training and partly to the fact that inferior material is now admitted. His remarks on this latter point are worth recording :—

"Another reason is that the men admitted to the training schools are now far inferior to those who were admitted formerly. This is due to the abolition of the middle scholarship examination. The middle schools do not pay that attention to teaching the boys that they used to do formerly, because the examination and passing of the boys are left in the hands of the teachers of these schools. While formerly, when the middle examination existed, not more than 30 or 33 *per cent.* of the boys of these schools passed by the middle standard, now so many as 90 or 95 *per cent.* pass from each school. The whole course in each subject prescribed by the syllabus is seldom taught."

Mr. Thickett's views.

336. Mr. Thickett, Inspector of Schools, Patna Division, states that the system of training in first grade training schools is unsatisfactory "inasmuch as the age-limit (16) of the candidates admissible to such schools is fixed too low, the term of studies is one year too short, and the general knowledge required of the candidates for admission is insufficient."

Mr. Prothero's views.

337. Mr. Prothero, a professor of the Presidency College, who has had considerable experience as an inspector of schools, after recording his view that the improvement of the first grade vernacular training schools is an indispensable step towards the improvement of secondary education, points out that the men who are now being turned out by these institutions are unable to do what is required of them owing, he thinks, to the insufficiency of their knowledge on general subjects and to the fact that they are too young and inexperienced to exercise authority. He suggests that no one should be admitted into a first grade training school who had not, as a minimum qualification, passed the matriculation examination in all subjects but English.

Mr. Billing's views.

338. Mr. Billing, late Inspector of Schools, Patna Division, severely criticised the working of the vernacular training schools :—

"Both higher English and vernacular schools labour under the same disadvantage; for the latter I admit we profess to do a great deal in the training schools at Patna, Hooghly, Calcutta, Ranchi and Cuttack. I can only speak of the Patna Training School from personal knowledge of the work done and the men trained, and I know it to be a complete failure. How any other result could ever be expected I am unable to conceive; for on the staff of the Patna Training School there is not a single trained teacher, much less any one who has been taught how to train teachers. I have during the last ten years known cases of men being appointed to the head-masterships of training schools for no other reason than that it was not thought desirable to keep them in colleges as professors: was it reasonable to believe that the very important and difficult work of 'training' teachers could be carried on by them?"

The outturn of the Ranchi Training School inadequate to the needs of Chota Nagpur.

339. Mr. Stark, Inspector of Schools, Chota Nagpur, reports that on the whole the Ranchi Training School is working with some measure of success, but he alludes to the fact that the total output of successful students during the year 1906-07 consisted of 4 men of the second year and 10 of the first year—a result not only quite disproportionate to the expenditure on the school, which amounted during the year to Rs. 8,800, but also totally inadequate to the needs of the Division. There were 65 students on the rolls of the institution during the year in question, but only 14 sat for the first grade examination, and 10 for the second grade examination. Mr. Stark is taking steps to put a premium on trained teachers.

The second grade training schools.

The schools at Motihari and Daltonganj.

340. In addition to the first grade training schools there are two institutions, one at Motihari in the Champaran district, one at Daltonganj in the Palamau district, which are the relics of previous systems of training, but which are now called second grade training schools, because each has been brought as far as possible into line with the first grade training school

of its division, the first year course of which it attempts to impart. These institutions do not appear to perform any well defined function, nor does their work, such as it is, seem to be particularly successful. With reference to the Daltonganj school Mr. Stark's report is as follows:—

"The Daltonganj Training School is the only second grade training school in the Division; but it cannot be claimed that it is doing specially good work. It has been established at the head-quarters of Palamau, itself perhaps the most backward district in the Division, and has further been most unfortunate in its location. It is provided with a house which the Postal Department discarded as unfit for its use. Its pupils have not all passed even the middle examination. Its practising school is in another street, and is held in a small, overcrowded, dilapidated building. It is inefficiently staffed, indifferently appointed and badly furnished. It requires complete remodelling, if it is to take its proper place in our educational scheme."

341. A recent inspection of this school entirely corroborates the Inspector's remarks, and orders have been given for a complete remodelling of the school in new premises.

The second grade training schools have no definite place in the existing system.

342. The object of the second grade training schools is to train teachers for primary rather than for secondary schools, but as they can scarcely be said to enter into the scheme for the training of teachers for primary schools which is described in the next section, they are mentioned here. As a fact these institutions are not, as explained above, an integral part of any scheme, but are relics of previous schemes, which have as far as possible been brought into line with existing arrangements.

Casual students at the first grade training schools.

The deputation of teachers and inspecting officers.

343. In addition to the ordinary courses of instruction imparted at the first grade training schools arrangements are made by which men who are already working as schoolmasters and inspecting officers may be deputed as casual students to these institutions to learn something of the art and practice of teaching with special reference to the vernacular scheme now in vogue. The period during which such students remain at the training schools is not fixed; it usually extends over a few weeks only. There is no settled course of instruction for these students, nor are they tested by any examination. It can be gathered from the Inspectors' reports that a fair number of casual students continue to attend the training schools annually. Mr. Thickett, Inspector of Schools, Patna Division, states that the periods spent by these students at the training schools are undoubtedly too short, but that he cannot at present suggest that they should be lengthened, because, even as it is, the teachers deputed are with difficulty spared from their schools.

The proposed model training schools at Calcutta and Bankipore.

The central training school at Bhagalpur.

344. The inadequacy of the existing arrangements for the training of teachers for the higher classes of vernacular schools and the vernacular classes of English schools have long been recognised, and in 1902 a scheme for supplementing and improving the existing system was submitted to Government. Briefly, the scheme was to establish at Bhagalpur a central school for the training of vernacular masters under the superintendence of an English officer, who was to be a member of the Indian Educational Service, and an English head master who was to be recruited on a lower rate of pay. The school was to be both model and central, meeting the needs of the entire Province and imparting instruction both in Bengali and Hindi. The Principal was to supervise the work of all the vernacular training schools in the Province. This scheme was sanctioned by the Secretary of State in 1905, and in 1906 an attempt was made to open the central school at Bhagalpur under the superintendence of one of the Indian Educational Service officers now serving in the department, an officer of the Provincial Educational Service being appointed to the post of head master.

Objections to Bhagalpur as a site for a central school.

345. When it came to carrying out into actual operation the sanctioned scheme many difficulties, presumably unforeseen before, were realised. In the first place how was an adequate field for the practical work of the students to be made available at Bhagalpur? There were to be Bengali-speaking as well as Hindi-speaking students, and though little difficulty was

anticipated in establishing at Bhagalpur a practising school which could be taught through the medium of Hindi, the establishment there of a practising school which could be taught through the medium of Bengali was found to be a practical impossibility. There are Bengalis resident in Bhagalpur, but they are not of a class which would ever educate its children at a practising school. Moreover, Mr. Varley, to whose criticism this scheme was submitted, laid great emphasis on the necessity of having not only a good model school attached to the training school, but also of having a wide scope for practical work in connexion with other schools in the neighbourhood of the training school. In this latter respect Bhagalpur was found to be an extremely bad centre. Both Hindi and Bengali have to be taught in the schools there, and this has resulted in considerable disorganisation in the working of the schools, which is accentuated by the fact that there is also a small section of the children attending these schools who require instruction in Urdu. There is seldom in one class a sufficient number of pupils speaking one language to justify the employment of a separate teacher for them. Consequently one teacher is not infrequently set to teach two, if not three, sets of pupils in the same class, each set speaking a different language. It appeared therefore that it would not be easy to make at Bhagalpur proper arrangements for the practical work even of the Hindi-speaking pupils.

A practising Bengali school an impossibility.

Confusion in the schools at Bhagalpur caused by the multiplicity of vernaculars.

A central vernacular training school not advisable.

346. Moreover, while the difficulties inherent in any attempt to establish a central school were found to be considerable, it was difficult to see wherein lay the compensating advantages. In the first place it would be practically impossible to provide anywhere an adequate field for the practical work of both Hindi-speaking and Bengali-speaking students. In the second place so long as the Uriya-speaking teachers were ignored, the school could not strictly speaking be regarded as "central"; whereas any attempt to provide for Uriya-speaking teachers in a central school would increase considerably the difficulty of establishing such an institution. In the present system of vernacular training schools there is no attempt to provide in any one institution instruction through the medium of more than one vernacular, and the late Director who submitted the central school scheme informed Government, when he proposed it, that the proper course was to have a large central training school for Bengali-speaking teachers and smaller training schools for Hindi and Uriya-speaking teachers.

European officers essential for a model training school.

347. Another objection to a central school is this. To start with at any rate it is essential that any kind of model training school should be in charge of European officers who have studied the training of teachers under acknowledged authorities on the subject, and, if possible, have themselves had in addition actual experience of conducting this kind of work in up-to-date training institutions. Such officers, however, before they can really do justice to the work, must possess considerable facility in the vernacular in which the work of the institution entrusted to them is carried on. It is obvious that the language difficulty will be considerably increased, if a training school is to be established at which instruction will have to be imparted through the medium of more than one vernacular.

The Calcutta and the Bankipore training schools to be developed into model training schools for the Bengali and Hindi-speaking areas respectively.

348. As a result of these considerations it has been definitely proposed that the scheme for establishing a central training school at Bhagalpur should be abandoned, and that the existing first grade training schools at Calcutta and Bankipore should be converted into model training schools for the Bengali and Hindi-speaking areas respectively. With this object it is proposed that each of these institutions should be installed in new and suitable premises, to be provided with a model practising school and to be staffed with a principal and a master of method, each of whom is to be an officer of the Indian Educational Service. It has further been suggested that eight existing members of the Subordinate Educational Service should be deputed for a year's training in England with the object of their being appointed hereafter to the subordinate staffs of these model training schools, four at the Calcutta school and four at the Bankipore school. It is proposed that the course of instruction imparted by these training schools should extend over three years, and that the principals should also supervise the working of all

vernacular training institutions in the Bengali and Hindi-speaking areas respectively.

Simultaneous improvement of other first grade and second grade training schools.

349. Simultaneously with the carrying out of these proposals the improvement of the remaining first grade training schools and the second grade training schools will be undertaken. A conference will shortly be convened to revise the course of studies in these institutions, and it has already been provisionally settled that the course of training shall be extended from two to three years, and that the qualifications for admission to these schools shall be considerably raised.

The training of teachers for primary schools.

The recommendations of the Government of India.

350. One of the subjects considered at the Simla Conference of 1901 was primary education, and on the recommendations on that subject which that Conference made, the Government of India decided (*a*) that an attempt should be made to inaugurate better teaching in training schools so as to raise the quality of primary school teachers, (*b*) that the number of training schools should, where necessary, be increased. That Government also laid down as a general principle that no training school course should extend over a period of less than two years. Previous to these decisions there had existed in Bengal for the training of primary school teachers a few institutions of which the Motihari and Daltonganj second grade training schools are examples. In 1885-86 a scheme for the establishment of classes for the training of primary school teachers at certain selected schools was inaugurated. This scheme was never successful, and in 1893-94 it was definitely abandoned. Some account of this experiment is to be found in Mr. Nathan's quinquennial review, paragraph 610.

The history of guru-training schools.

The original scheme of training schools for *gurus* (primary school teachers).

351. As a result of the recommendations mentioned above the Government of this Province evolved in 1902 a scheme for the opening in each subdivision of an upper primary school designed not only for the instruction of children, but also for the training of primary teachers, who during the two years which they would spend at such an institution would continue their general education and at the same time undergo some practical training in teaching, each student spending a certain amount of time working in the school as a kind of pupil teacher. The great majority of persons who were then working as primary school teachers had not received a general education which extended beyond the lower primary standard, even if it had gone so far. These teachers were to continue their general education up to the upper primary standard, but in the case of a man who was not employed as a teacher, but who wished to join one of these institutions with the object of becoming one, it was prescribed that he must have reached at least the upper primary standard, and the general education of such a man at a training school was carried up to the middle vernacular standard. This was also the arrangement made in the case of a man already employed as a teacher who had passed the upper primary standard. A student who had reached the middle vernacular standard was required to undergo a course of training for one year only. These institutions have always been known as *guru*-training schools (schools for the training of primary school teachers). The staff of each *guru*-training school was to be a head master, who was to receive a salary of Rs. 9 a month from public funds and to be allowed at the same time to levy fees from the pupils attending the schools, and an assistant master on a salary of Rs. 7 a month.* If possible, the head master was to be a man who had been trained at a first grade vernacular training school. Every *guru* who gave up his work as a teacher to join one of these schools was to receive during his period of training a stipend of Rs. 3 a month, but a *guru* who was working in a neighbouring primary school was allowed to

* "These arrangements have since been modified more than once. In December 1903 the pay of head *pandits* was increased from Rs. 9 to Rs. 12 a month. In March 1904 orders were issued authorising Inspectors of Schools to distribute the fees realised from the pupils of the practising schools between the head and second *pandits* of the training schools. In July 1904 the salary of head *pandit* was raised to Rs. 18 a month in ordinary cases and to Rs. 20 to Rs. 22 a month in certain expensive localities. The salary of second *pandits* was at the same time raised to Rs. 10 a month. The arrangement for the distribution of the fees realised from the pupils in the practising schools remained unchanged."

continue his school work and at the same time to undergo the course of training. Under this scheme 135 *guru*-training schools were established, of which 96 remain in Bengal as at present constituted. The number of *gurus* in each school was limited to 10.

Peripatetic character of the orginal *guru*-training schools.

352. The framers of the original scheme for *guru*-training schools were possessed by the idea that a *guru* would not go far afield to be trained, and that therefore the training school must be as far as possible brought to him. Consequently it was not intended that these schools should be of a permanent character, the idea being that when the *gurus* of a certain locality had been trained, the head master and his assistant were to move to another locality in which a training school was needed, and start work on the same lines there, the buildings of the abandoned training school being handed over to the local people for the purposes of a primary school.

Proposal to establish special training schools for the training of teachers for rural primary schools.

353. The committee which advised Government in 1905 with regard to rural primary schools recommended the establishment of special training schools for rural primary schools. These schools were to be of the same peripatetic character, and the course of training imparted was, to start with at any rate, to extend over a period of one year only. This committee also recommended that as an inducement for men to resort to these new training schools, each *guru* who had passed successfully through one, should subsequently receive a stipend of Rs. 2 a month over and above his ordinary emoluments, which stipend was to continue so long as he taught satisfactorily in a school recognised by the Education Department.

The views of the special committee.

354. These proposals came before the special committee which was convened by Government at the end of 1905 for the purpose of drawing up a definite prospectus of studies for rural primary schools and to settle the details of the course of training for the *gurus* of such schools. The special committee did not agree with the proposals which the rural schools committee had made, and strongly advised Government that there should be no attempt to create a separate type of *guru*-training schools, but that rural and urban training schools should conform to the same pattern. They expressed strong disapproval of any proposal that the course of any training school should be for less than two years, quoting the decision of the Government of India on this point, and their recommendation was that as a general rule, the course of training should be for two years, discretion being given to Inspectors to allow exceptional men to enter the second year class and to pass out after one year's training, and conversely that an Inspector should be allowed discretion to permit a man who had failed to qualify after two years' training to continue in the school for one year more, still holding his stipend.

The extension of the system by the addition of 96 schools.

355. The views of the special committee were accepted by Government, and one result of the proposals of the rural schools committee has been the extension of the existing system by 96 additional schools, *i.e.*, by one extra school in each subdivision. A sum of Rs. 1,91,000 was allotted in 1906-07 for the building of new schools and the improvement of existing ones on the lines indicated in the next paragraph, and orders have been issued to the effect that all the new schools which have been sanctioned are to be opened with effect from the 15th January 1908. Any school for which buildings are not ready on that date is to be housed temporarily in rented quarters. Each school is for the future to accommodate 16 students, 8 in the first and 8 in the second year, and every head master is to be allowed 2 assistant masters instead of 1.

The system examined by the special committee.

356. The special committee also made the occasion of the reference an opportunity for examining the working of the whole *guru*-training school system. They pointed out how useless it was to pretend to train a *guru* who, concurrently with his training course, was working his own school, explaining that what this really meant was, that the *guru* presented himself daily at the training school for about an hour and attempted to do in that time a full day's work. Moreover, they emphasised the serious drawback which the temporary and peripatetic character of the schools had necessitated, notably the impracticability under those conditions of constructing suitable school buildings or of providing hostels for the students or quarters for the teachers, or gardens without which the *gurus* could not be taught the practical

study of plant life. They referred to the existence of substantial evidence to the effect that *gurus* were willing to go to the training schools, and stated that they had every reason to believe that *gurus* would resort to the schools even more willingly, if they were better treated. While thoroughly approving the principle on which the rural schools committee had based their proposal for the payment of special stipends to *gurus* who passed through the training school course, they invited attention to what Sir Alexander Pedler had said when the proposal was first made, namely that it would be in practice impossible to confine this advantage, as the committee proposed, to the passed students of the new *guru*-training schools, the establishment of which they advocated, and expressed it as their opinion that the payment of special stipends to all *gurus* who passed through training schools was neither financially practicable nor the best means of attaining the desired end.

The proposals o the special committee.

357. Instead therefore of providing special stipends the special committee proposed that the money available should be utilised on the following objects—

(1) the improvement of the existing *guru*-training schools,
(2) making provision for the repair of *guru*-training schools,
(3) the construction and maintenance of decent hostels for the students under training and quarters for the head teachers of these schools and the provision of gardens,
(4) the giving of rewards to men who pass through the training course with credit.

Enhanced stipends for students.

358. It was further proposed that enhanced stipends should be allowed to students undergoing training as primary school teachers at rates varying from Rs. 5 to Rs. 10 a month according to local requirements. These stipends were not to be confined to *gurus* who gave up their teaching work temporarily in order to undergo training, but were to be made also available, though not at the same rate, for young men who joined the training schools with the object of becoming teachers. Government accepted the proposals of the special committee, and they are now being brought into effect as fast as funds allow. A scale of stipends based on rates proposed by Divisional Inspectors with reference to local requirements was brought into effect from the 1st April last. Type plans for training schools as also for hostels for students and quarters for head masters have been prepared by the Public Works Department and circulated, and these buildings are now being constructed all over the Province. The new schools recently sanctioned are to start with to receive none but teachers who are actually employed in lower primary schools and whose general education has been carried up to, at least, the lower primary standard.

Improved buildings.

The new schools to train existing teachers.

Institutions, students and expenditure.

Guru-training schools in the Orissa Tributary Mahals and in Sambalpur.

359. There are eight *guru*-training schools in the Orissa Tributary Mahals which are not included in the 96 schools referred to in paragraph 351 above as being the result of the 1902 scheme. In addition to the 96 schools recently sanctioned it is proposed to establish *guru*-training schools in the Sambalpur district, where there have been up to the present no special training institutions, though a certain amount of training work has been attempted at certain selected middle vernacular schools, to which pupil teachers' stipends are attached.

Schools, students and expenditure.

360. At the end of the period under review there were 111 training schools for teachers of primary schools (*guru*-training schools) with 1,233 students attending them. Six of these schools were under missionary management, and 180 male pupils and 52 female pupils are shown as attending these institutions. It is obvious that in these figures pupils are included who are not actually students under training as teachers. The 52 girls in question are the pupils in the female department of the Wesleyan Mission Training School at Bhimpur in the Midnapore district. The Inspector of Schools, Burdwan Division, reports that the girls educated in this department are sometimes employed as teachers in village schools under missionary management. The number of pupils shown against Government training schools for primary teachers include

none but students actually under training as teachers. The total expenditure on all lower-grade training institutions, *i.e.* all training institutions for vernacular masters except first grade training schools, amounted during 1906-07 to Rs. 93,959. Of this sum Rs. 78,783 come from Provincial revenues. This represents an increase during the quinquennium of Rs. 80,426 and an increase from public funds of Rs. 73,207. The greater part of this expenditure is on account of *guru*-training schools, for as shown above the number of second grade training schools amounts to 2 only.

An estimate of the work of *guru*-training schools.

361. The majority of inspecting officers have not attempted to give any estimate of what, if anything, *guru*-training schools have accomplished, or to review in any way the working of the system. Practically all the quinquennial reports from the divisions are content to allude to the reforms which have been mentioned above, adding in some cases a few observations as to the probability of the improved system being successful. Mr. Thickett, Inspector of Schools, Patna Division, states boldly that the problem of the supply of proper teachers for primary schools may now be said to have been solved, but adds that satisfactory teachers will never be available for the staff of *guru*-training schools until the first grade training schools are improved. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Burdwan Division, states that in his opinion the prospects of the *guru*-training schools are now much brighter owing to the recent reforms. He thinks, however, that no very real improvement in the quality of the teaching at primary schools can be expected, until the prospects of the teachers are improved. He suggests that the introduction of the proposed scheme for free primary education will do something towards effecting the required improvement. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, sees in the system even as reformed important defects in that there is no guarantee that the managers of lower primary schools will re-employ trained teachers on the completion of their period of training, or that teachers when trained will return to their schools, or finally that those who do return will find their position improved. He also thinks that no development of the *guru*-training school system can solve to any appreciable extent the question of improving the general body of primary school teachers. Mr. Küchler, Inspector of Schools, Bhagalpur Division, emphasises the fact that the success of a *guru*-training school depends largely on the head master, and the responsibility of that officer's position being what it is, he would desire that the question of his pay and status should be reconsidered.

Mr. Thickett's view.

Maulvi Muhammad Ibrahim's view.

Rai Madhusudan Rao Bahadur's view.

Mr. Küchler's view.

The importance of the head master.

362. Mr. Stark, Inspector of Schools, Chota Nagpur, has recorded his views fully, and has made various suggestions for the improvement of these schools. The schools are at present only in their infancy; and, as time goes on, it will doubtless be necessary to make further reforms, particularly as regards the method of testing the work done by the students under training, as suggested by Mr. Stark. It is not practicable however at the commencement of the scheme to be too exacting. The first thing to do is to attract students to the schools. It is also not considered feasible at present, as suggested by Mr. Stark, to require students to execute bonds undertaking that they will revert to the work of teaching after they have passed through the *guru*-training schools.

Mr. Stark's views.

Female teachers.

The reference made by the Government of India in 1901.

363. In 1901 the question of the education of females was considered by the Imperial Government, and they informed the Government of this Province that, where the education of females had made sufficient progress to justify the expense, more training schools should be established for female teachers and that more liberal assistance should in their opinion be given to those already in existence. The Government of India also remarked that the arrangements then available for the training of female teachers were in their opinion inadequate in most Provinces and required to be improved without delay. As regards Bengal they pointed out that there was no training school maintained by Government

More money to be spent on training schools for female teachers.

and that in the year 1899-1900 the work was confined to ten aided schools, which had an attendance of 669 pupils and had received in that year by way of support from the Local Government a sum of Rs. 12,572 only. In the opinion of the Government of India this sum was a very inadequate contribution by the State towards the education of mistresses in a Province in which there were over five million girls of school-going age, and they stated that it seemed to them desirable that the Local Government should itself establish one or more training schools for mistresses.

The inadequacy of the State contribution towards the training of mistresses.

364. It must here be explained that the case was really much worse than it appeared to the Government of India. The schools alluded to were not strictly speaking training institutions at all, but schools conducted by mission agencies for imparting ordinary school instruction to girls. Mr. Nathan in paragraph 656 of his Quinquennial Review explains that they were classified as training schools on the ground that some of the students brought up in them were designed for employment as teachers, and it seems that they did occasionally train a few girls to be school mistresses, but the great majority of the 669 pupils referred to by the Government of India were not students under training, but merely children undergoing school instruction. Nor did the sum of Rs. 12,572 alluded to represent the contribution of the local Government towards the training of female teachers. It represented the total grant made to ten missionary girls' schools which imparted general school instruction mostly of an elementary kind to children, the majority of whom were very young. It is impossible to estimate how many female students were under training as teachers when the matter attracted the attention of the Government of India, or how much of the total grant which was being paid to these schools was on account of the training work which they were attempting. It is noticeable, however, that when the Lady Principal of one of these schools was addressed in connexion with the scheme for increasing the out turn of trained female teachers, of which mention is made below, she explained in reply that the number of girls even fit for training was but a small proportion of the girls who attended her school. The practice of returning girls' schools to which training classes are attached as training schools for mistresses has been continued until the year under review, and the confusion which has resulted from this practice is well illustrated by the fact that the late Director in commenting on the remarks of the Government of India to which allusion is made above pointed out that, if the number of students remained at about the figure quoted (viz., 669), there would be in the space of about four years 2,676 trained teachers, which number would exceed the number of girls' schools then existing in the Province. In the tables for 1906-07 each training class has been returned as a training school—this is inevitable, but only the students actually under training have been shown as pupils of training schools, and only such proportion of the expenditure of the whole institution as is estimated to have been incurred on account of the training class has been included in the amounts shown against training schools for mistresses.

The confusion in the statistics.

365. As a result of the recommendation of the Government of India additional Government assistance was offered to and accepted by six out of the ten aided institutions mentioned above, and training classes were opened at the Bethune College and the Brahmo Balika Vidyalaya in Calcutta, and the aided High English school for girls at Bankipore. The class opened at the last named institution has since been transferred to the Baptist *Zanana* Mission at Bankipore. The arrangement made in connexion with these classes is that Government defrays the expenses of the mistresses and provides stipends for the students. These developments date from 1903.

Efforts made as a result of the reference of the Government of India.

The re-organisation of the missionary training classes.

366. At the beginning of 1904 Miss Brock took up the appointment of Inspectress of Girls' Schools. The training of female teachers was at the time in considerable confusion. There were various classes, chiefly conducted by missionary agencies, engaged in the work, but there was no recognised syllabus of instruction nor any uniform standards of

The state of affairs in 1904 and Miss Brock's proposals.

examination. After inspecting the various classes in the course of the year 1904, Miss Brock submitted a syllabus of examination which provided for two certificates, a senior and a junior. Admission to the course which prepared for the junior certificate was to be confined to a student, who as a minimum qualification had read a full year in standard IV, while no candidate was to be permitted to embark upon the course which led to the senior certificate examination, unless, as a minimum qualification, she had read a full year in standard VI. A student wishing to take up the senior certificate course without having taken up the junior certificate course might do so, provided that she possessed the educational qualifications specified. Along with the syllabus Miss Brock submitted a list of training classes which she proposed for recognition for the purpose of these certificates. These proposals were approved by the late Director at the beginning of 1905, and the training classes for female teachers have since been worked in accordance with them. The examinations are entirely in the hands of the Inspectress. At the end of 1906-07 there were 17 training classes recognised for the purpose of these certificate examinations and 256 students were being instructed in them.

The syllabus of examination for senior and junior certificates.

367. The syllabus followed in the training classes for female teachers is strikingly different from the courses followed in training schools for men. It aims at giving the students not merely some practical experience of the work which they will subsequently have to undertake, but also at making them think for themselves about the problems which must confront every teacher. Child-study is a compulsory part of the course, but no text-book is prescribed, it being laid down that the questions will be of a very practical character designed to test whether the student has studied the children whom she has been called upon to teach. Both senior and junior candidates are tested practically, the latter being required to give before the examiner an object lesson and a drill lesson, while the seniors have to submit notes of lessons on three different subjects, of which an object lesson and a Kindergarten occupation must be two. Every senior student has to give before the examiner one of the lessons on which she has prepared notes. Papers are set on Child-study and Nature Work, and on the methods of teaching all the subjects required by the prescribed curriculum, up to the upper primary standard in the case of junior students and the middle vernacular standard in the case of the senior students; every student must qualify in each of these subjects. The practical acquaintance of each student with the work of a Kindergarten is tested by a short *viva voce* examination on the right use of the Kindergarten occupations and by a simple free arm drawing test. Natural models in clay and free arm drawings in outline in chalk or charcoal from nature have also to be presented by each student. No student can gain the senior certificate, unless she has been for one month at least in charge of a class, for the work and general management of which she has been entirely responsible.

The past quinquennium and future prospects.

Progress both in numbers and efficiency.

368. The quinquennium under review has seen a good deal of solid progress in the matter of training female teachers in classes conducted by missionary agencies. Thanks to the efforts of Miss Brock an impetus has been given to the work and missionaries have not only been encouraged to develop this branch of their educational activity, but also assisted in this development by the prescription of a sound and practical syllabus and by the advice of a supervising officer thoroughly acquainted with the subject. Owing to the manner in which the statistics of these classes have been returned it is not possible to show accurately the numerical progress which has been made. But the classes have increased in number and the work has improved in quality.

"The training classes," runs the latest report, "continue to show steady improvement, and are doing excellent work. Every year marks an improvement upon the quality of the teachers produced. Methods are improving, and the general education of the teacher is being carefully attended to during the course of training. There is also beginning to be a strong desire in the best training classes to spend at least two years in the course and to proceed to the senior certificate after taking the junior."

369. Three specially qualified English teachers were recruited for the work during 1906-07, and it is reported that all the training classes are under experienced management. Contrast this with the condition of the first grade training schools for males! When Miss Brock first sent up her re-organisation proposals in 1904 she recommended 11 classes for recognition. There are now 17 recognised classes, of which 2 are in Orissa and one in the Sonthal Parganas. The Inspectress also hopes that during this year two Hindi classes will be opened in Chota Nagpur and one in Darjeeling. In 1905 forty-three candidates were presented for the certificate examinations, in 1906 sixty-seven and in 1907 ninty-three; there has also been a marked improvement in the previous educational qualifications of the students.

The limitations of missionary enterprise.

370. While we may frankly acknowledge the good work which missionary agencies are doing, we cannot shut our eyes to the extremely narrow limitations within which this work is of necessity confined, or allow ourselves to cherish the delusion that the encouragement and assistance given to missionary classes represents anything but a fraction of what Government could do in the matter of the training of female teachers. We cannot look to the missions to train the teachers without whom the education of Indian girls and women must remain practically at a standstill, simply because the primary aim of missions is and must necessarily be to train Christian teachers for their own schools, and because, even if this were not so, Hindu and Muhammadan girls of an age suitable for training would never be allowed to resort to missionary institutions. It is Hindu and Muhammadan teachers, however, that are wanted, and it is for the lack of these teachers that no great advance is being made. Missionary training classes are no doubt capable of improvement and development, and a scheme for enhancing the grants which they receive from Government is now under consideration, but the horizon which bounds their expansion is apparent. Schools under mission management are improving annually, for the trained teacher is gradually displacing the untrained, but schools under Hindu management are at a standstill. Meanwhile schemes for opening schools that have existed for long on paper cannot be carried into effect, or, if attempted, they merely bring the experiment into ridicule, simply because qualified persons to work them are not available. It has been customary to observe in connexion with the oft-discussed problem of the education of Indian girls that it is useless to anticipate popular sentiment. Even this apothegm can scarcely be made the excuse for further inaction. In last year's annual report on public instruction reference was made to an observation of the Inspectress to the effect that Hindus were constantly imploring her to find well trained teachers. In her quinquennial report the opinion of that officer on this aspect of the present position is expressed even more explicitly :—

Mission classes; practically available for none but Christians.

The need for Hindu and Muhammadan teachers.

The demand exists, but the supply is not forthcoming.

"It is a matter of disappointment that during the past year (1906-07), it has not yet been found possible to open the two contemplated Government training colleges for female teachers at Bankipore and Calcutta. The great obstacle to the furtherance of female education still remains, I am convinced, the want of female teachers. On the mission side the output from the training classes during the last three years has been extremely promising, both in the number of trained teachers and their improved quality. In the training class for Brahmos attached to the Brahmo Girls' School, Calcutta, the numbers are very small, and the quality of the training distinctly inferior to that given in the mission training classes. As regards Hindu and Muhammadan teachers, the only attempt to secure them as yet made has been by means of the classes, misnamed "training classes," for Hindu and Muhammadan widows. * * * *

Were it not for the above difficulty regarding the supply of teachers and their inefficiency, I should be inclined to think that the possibility of educational work in *zananas* and *purdah* institutions was more promising than it has ever been. I have marked during the last three years a steadily growing demand for teaching in *zananas*. Had I the teachers for it, there are few large centres where important work of this kind could not be started. *Zanana* teachers seldom find any difficulty in getting pupils, and it is in a large number of cases found possible to group them together in small classes. But the poor qualifications of the only teachers to be found do not encourage me to recommend their appointment very frequently. As I am coming more in touch with *zananas*, I hear in them strong and well merited criticism of the kind of teachers employed, and am frequently requested by pupils and their relations to obtain better qualified women. It is a fact that at present we are forced to appoint at a high salary women who can only read and write without being able to compose a simple letter in their own tongue, and who have no pretensions to a knowledge of either arithmetic or needle-work."

Christians and non-Christians in the mission training classes.

371. In illustration of what has been said above with reference to the mission training classes being practically resorted to by none but Christians it may be mentioned that of the candidates presented at the last 3 examinations for certificates 94 *per cent.* were Christians, the remainder being members of the Brahmo Samaj.

Training classes for Hindu and Muhammadan widows and the wives of schoolmasters.

Miss Brock's estimate of the work of these classes.

372. The Education Commission of 1882 drew attention to suggestions which had been put before them with reference to the possibility of extending the employment of Indian widows as schoolmistresses and to the practice of utilising schoolmasters' wives as teachers, which had, they reported, proved successful in some parts of India, notably Bombay and the Central Provinces. The Government of India on the occasion of their reference of 1901, to which allusion has been made in paragraph 363 above, remarked that there did not appear to have been any serious attempt to train Indian widows; they also alluded to the scheme of founding a college for the training of Indian widows which was then under consideration by the Government of the North-Western Provinces and Oudh as a promising experiment and one which they would commend to the attention of other local Governments. As regards the employment of schoolmasters' wives as teachers they recommended that the policy of offering liberal grants with the object of inducing such persons to fit themselves for the work, which had proved successful in some parts of India, should be tried by other local Governments. As a result of these recommendations classes for the training of widows and teachers' wives have been started in various parts of the Province. That the verdict which must be passed on this experiment is that little or nothing has been accomplished, is due mainly to the entire absence of teachers fit to train others. This was pointed out in paragraph 124 of the last annual report on Public Instruction and in her quinquennial report Miss Brock's estimate of these classes is expressed as follows:—

"A few of these classes are being tried experimentally in various parts of Bengal, but from what I have seen I consider their value to be very slight. * * In the first place the term 'training class' is a misnomer. As a rule the acquirements of the teacher herself are of the slightest description. She has seldom read higher than standard II or III in the village school, and cannot possibly undertake anything of the nature of training. It would be better to call these classes "classes for the instruction of Hindu and Muhammadan widows." I have never known any of the pupils in these classes develop into teachers, and the majority of them would be horrified at the idea of leaving their native village and natural protectors. I think that their value may possibly come later, when some of these women may be gradually induced to join the proposed Government training colleges. They cannot possibly, under the present course of instruction, expect to develop into teachers."

The general question of the employment of Indian women as teachers.

The views of the Education Commission.

373. In connexion with these remarks about the reluctance of these women to leave their own villages and with reference to the general question of the employment of Indian women as teachers and of Indian widows in particular it is interesting to recall the words of the Education Commission's report:—

"Apart from the isolated position of a young Hindu widow who leaves the family circle, female teachers in India have great and special difficulties to contend against. In the first place, they hold a novel and an exceptional position which exposes them to unfriendly comment. In the second place the Indian schoolmistress often finds two enemies ready made in the village to which she is sent. There is the old incapable male teacher whom she supersedes, and the youth who assisted him, but whose masculine dignity will not permit of his serving peaceably under a woman. Lady Superintendents of female training colleges, who sympathise with the difficulties of the situation, can do much to pave the way for the ultimate success of the young women whom they send forth. For example, the Lady Superintendent of the Ahmedabad Female Training College never gives her consent to a widow teacher being posted in a locality, until she has secured for her the countenance and support of the leading native families. No doubt other Lady Superintendents of female training colleges take the same precautions. But in spite of all such kindly safeguards, the position of a female teacher, especially if she be a widow, is still a difficult one in an Indian hamlet. Many of these difficulties would, however, disappear if arrangements could be made for employing trained female teachers in their own villages."

The proposed training colleges and the deputation of Indian ladies to England.

374. In paragraph 126 of the report on public instruction in Bengal for 1905-06 it was stated that a movement had been set on foot for the establishment of training colleges, one in Calcutta and the other at Bankipore. These schemes have now been developed and submitted to Government for approval. Briefly what is contemplated is that a residential training college should be established at Calcutta and at Bankipore, respectively, under the superintendence of an experienced lady principal from England, who will be assisted by a staff of Indian ladies. Stipends are to be provided for the students. To start with at any rate the training of vernacular teachers only is contemplated. The Calcutta college will, of course, be for Bengali-speaking teachers and the Bankipore college for Hindi-speaking teachers, but for the sake of the Muhammadans it has been proposed that an Urdu-speaking mistress of method should be provided at each institution. It has already been reported that during 1906 two Indian ladies were deputed to Europe to be trained as teachers. It has since been proposed that two more Indian ladies should be similarly deputed in order to be trained for the two posts of mistress of method at the Bankipore college, and two names have been submitted to Government. It is to be hoped that the two colleges will soon be actually at work. Until these institutions are established, no hope of substantial improvement can be entertained.

Colleges at Calcutta and Bankipore.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

The scope of the chapter.

375. The late Viceroy once said that the phrase "technical education" was employed in many senses in this country, just as it was also in Europe. "In both parts of the world," he added, "many of those who use it have no clear idea of what it signifies," and he went on to remark that so great was the general confusion that a Prime Minister of England had recently declared that he was unable to find a meaning for the phrase. He then explained that he interpreted technical education as meaning that practical instruction which will qualify a youth or a man for the practice of some handicraft or industry or profession. He continued that he excluded from the scope of the phrase scientific research and the practical steps taken for the revival of Indian arts and industries, as also the attempts made to impart a more practical turn to the education of the young in primary and secondary schools, the former because the revival of arts and industries was partly a commercial question, the latter because such measures are general and not specialised.

Lord Curzon's definition of technical education.

376. The scope of this chapter is in the main the sphere of technical education as outlined by the late Viceroy, namely, the various forms of practical and professional instruction organised with a view to qualifying for the practice of some handicraft or industry, or profession. Certain school classes which aim at imparting instruction which is to a certain extent specialised in the direction of certain professions are mentioned because their treatment in this chapter will enable the position which they are designed to occupy in relation to what may be called the system of professional and technical education proper to be made clear.

Instruction organised with a view to the practice of some handicraft or industry, or profession.

Law.

Law classes.

377. There is practically nothing to add under this head to what was said in paragraph 179 of the Annual Report on Public Instruction in Bengal for 1905-06. No law college has yet been established. Law classes continue to be conducted at the Government colleges at Hooghly, Krishnagar, Patna and Cuttack. There is nothing to chronicle in connexion with the

The working of the classes and the results of the B. L. examination.

working of these classes. In addition to the classes at the Government colleges there is a law class at the Midnapore College, an institution which is managed by the local Municipality, while 7 others are conducted in connexion with colleges under private management. On the 31st March 1907 there were 1,272 students under instruction in law classes, of whom 1,207 were in the classes attached to private colleges. A comparison of these figures with the figures returned at the end of the last quinquennium reveals no change worthy of record. The results of the B.L. examination held in 1906 showed a distinct improvement on those of the examination in 1905, for out of 469 candidates 229, or 48·8 *per cent.*, were successful. In 1905, 16·8 *per cent.* only were successful.

The Pleaders' Survey examination.

The origin and object of the examination.

378. In 1901 an examination was instituted for the purpose of testing the knowledge in surveying of pleaders desiring to qualify themselves for the execution of commissions under section 392 of the Code of Civil Procedure. After this examination had been held for three years, the Education Department which is in charge of the examination reported that the candidates who presented themselves for examination had as a rule very little knowledge of practical survey work, and that under the conditions which then obtained incompetent persons could qualify at the test. In 1904 revised rules were prescribed which made the test more exacting and limited admission to the examination to pleaders who could produce evidence from the District Judges, in whose court or in courts subordinate to whom they ordinarily practised, that they had undergone some training in practical surveying. In spite of these conditions the quality of the candidates who have presented themselves at the last three examinations has been extremely poor. Of the 58 candidates who appeared at the last examination only 7 qualified. It has recently been proposed that pleaders who wish to appear at this examination should be required to undergo a course of training at some recognised school. This proposal is now under consideration.

Medicine.

The Education Department has no concern with medical colleges or schools.

379. In paragraph 130 of the last annual report on Public Instruction in Bengal, the point is raised, why the Director of Public Instruction should deal in his report with the Medical College, Calcutta, and the medical schools of the Province. It was observed in this connexion that if it was considered desirable that these institutions should be included in the scope of the Director's report, it was not understood why veterinary science should not also be included. A reference to Government on this point was foreshadowed, but has not as yet been made. Consequently the figures dealing with the Medical College and medical schools are included in the statistics. As the Education Department has no direct concern with institutions for medical instruction and has no first-hand information concerning them, comment on the figures returned is not attempted.

Commerce.

The Presidency College commercial classes.

The attempt made in the scheme for the bifurcation of studies to provide a school course suitable as a preparation for commercial life.

380. The scheme for the bifurcation of studies in the two highest classes of high schools is described in paragraph 456 below. One of the courses which was to be provided as an alternative to the course leading up to the University entrance examination was designed specially to be a suitable preparation for those who were subsequently going to make their living in connexion with commerce. This course was called the "C" course. In sanctioning this scheme Government added that it would be necessary to open advanced classes in certain selected colleges for the further education of boys who had passed through the "C" course.

The first attempt at a commercial class at the Presidency College.

331. The first attempt to provide advanced commercial instruction was the opening in June 1903 of a commercial class at the Presidency College. The subjects which this class attempted to teach were (1) modern English, especially correspondence, including commercial correspondence, letter drafting and *précis* writing, (2) mathematics, (3) elementary science (chemistry and physics), (4) physiography, (5) commercial history and geography, (6) drawing, (7) penmanship, (8) book-keeping, (9) type-writing and (10) shorthand. This class was neither adequately nor efficiently staffed. The same rate of fee had to be paid for instruction in this class as in the first and second year classes of the arts side of the college. This class was not a success, and at the beginning of 1905 the Lieutenant-Governor, after reference to the Bengal Chamber of Commerce, appointed a committee, consisting of some educational officers and gentlemen prominent in commercial circles in Calcutta, to consider the whole question of commercial education.

The Presidency College class remodelled in 1905.

382. On the recommedation of this committee the scheme was entirely remodelled, the chief characteristic of the revised scheme being that in addition to a simple day course, every part of which is obligatory, provision is made for more advanced and more technical instruction by means of evening lectures, all or any of which may be attended at option. A detailed description of these courses is to be found in paragraph 144 of the report on public instruction in Bengal for 1905-06. The day course extends over two years and ends in an examination, which is controlled by the Commercial Examination and Advisory Board, a body consisting of educational officers and gentlemen engaged in commerce in Calcutta which was constituted in 1905 for the general supervision of the commercial classes and on which the Bengal and the Bengal National Chambers of Commerce are represented. On the results of this examination certificates are awarded by the Education Department, these certificates being endorsed by the Secretary to the Bengal Chamber of Commerce, which body, as also the Bengal National Chamber of Commerce, has undertaken to publish the lists of successful candidates. In each of the subjects specified for evening lectures an examination is annually arranged, if any candidates are forthcoming. These examinations are arranged and controlled by the Examination and Advisory Board, and certificates, which may be issued on each subject separately, are awarded in the same way as the certificates for the day course. Candidates who have not attended the lectures may be admitted to any of the examinations, provided they can show at a preliminary test that they have a reasonable prospect of success. The monthly fee for the day course is Rs. 3 and a like sum is charged for a series of 15 evening lectures on (*a*) political economy, (*b*) banking and currency, (*c*) industrial and commercial law, (*d*) annuities and insurance, and (*e*) modern English. For a series of 32 lectures on the outlines of political economy the fee is Rs. 5. A complete course of advanced lectures on either book-keeping or shorthand or type-writing may be attended for a fee of Rs. 10. In the case of advanced lectures on each of these three subjects the course is comparatively speaking a long one.

The working of the revised scheme during 1905-06 and 1906-07.

The day course.

383. The revised scheme came into force from the 1st of July 1905. For the day course the following staff of whole-time lecturers were appointed: (1) a lecturer in English on a salary of Rs. 400—20—500 a month, (2) a lecturer on mathematics on a salary of Rs. 150 a month, (3) a lecturer on commercial history and geography on a salary of Rs. 150 a month, (4) a lecturer on book-keeping on a salary of Rs. 125 a month, (5) a lecturer on Bengali on Rs. 100 a month, and (6) a lecturer on shorthand and type-writing on Rs. 75 a month. One hundred and fifteen students were admitted to the day course between the 1st July 1905 and the 31st March 1906, but many did not remain long, and on the 31st March 1906 the number in the 1st year class was 69. The 2nd year class during 1905-06 consisted of 3 students who had attended the previous class for one year. These students, as well as 2 students who had not attended the class, appeared at the final examination of the day course in April 1906. They all failed to come up to the standard of a certificate. In June 1906 the class opened with 51 students in the 2nd year class and 30 students in the 1st year class. There was the usual wastage during the year from sickness and other causes, and at the close of the session in April 1907 there

were 47 students in the 2nd year class and 19 students in the 1st year class. Thirty-nine students appeared at the final examination; of these 7 only, or about 17·9 *per cent.*, qualified.

The evening lectures.

384. At the opening of the session for 1905-06 arrangements were made for lectures in political economy, industrial and commercial law, shorthand, type-writing and book-keeping. The names of 47 students were entered in the books as undergoing during the 1905-06 session instruction in shorthand, type-writing and book-keeping; and 23 students were nominally attending lectures on political economy, on which subject two sets of lectures were delivered, but the attendance was so unsatisfactory that the subject has since been temporarily abandoned. Five students attended the lectures on industrial and commercial law for a short time, but they soon gave up, and the lectures had to be discontinued. In April 1906 five candidates applied to be examined in shorthand-writing and six in type-writing. Of the former one qualified; of the latter none. During 1906-07 lectures were arranged on the following subjects:—(1) modern English, (2) book-keeping, (3) shorthand and (4) type-writing. Only 7 students were on the rolls as attending the modern English lectures. Of these one appeared at the special examination in the subject which was held at the end of the course, and he failed. The book-keeping, shorthand and type-writing classes were better attended. The special examinations held in April 1907 attracted a considerable number of candidates. In addition to the one student mentioned above as appearing for the modern English certificate, 22 students were examined in book-keeping, 28 in shorthand, 20 in type-writing and 11 in banking and currency. Of these 10 qualified in shorthand, 6 in type-writing, 6 in book-keeping and 2 in banking and currency. It is noticeable that students of the Accountancy Institution, Bombay, were sent to Calcutta to be examined, 12 in book-keeping and 11 in banking and currency.

Removal of the classes from the Presidency College.

385. The removal of the commercial classes from the Presidency College, the need for which was alluded to in paragraph 144 in the last annual report on public instruction in Bengal, was carried out in March last and the classes are now installed at 303, Bow Bazar Street, Calcutta. The quarters obtained are quite suitable, having been originally built for a commercial school, and easily accessible from all parts of the business quarter.

The prospects of the commercial education scheme.

386. In discussing the prospects of the commercial education scheme it is well to remember that the day class and the system of evening lectures are ventures which are to a considerable extent distinct. The day class aims at turning out a type of young man, who, if he is willing to learn, has the makings of a useful commercial assistant. Such a man ought to be able to write a good hand, to express himself clearly in simple and straightforward English, and to know something of book-keeping and type-writing, or possibly both shorthand and type-writing. The success or failure of the venture must obviously depend in the first place upon whether the class does or does not succeed in turning out a type of man who is more useful in an office than the ordinary man who is recruited under existing conditions. This being so, it is obviously essential that the certificate should really represent a reasonable standard of efficiency. The Examination and Advisory Board realise this, and they have always refused to consider any proposal to deal leniently with the candidates in order to avoid the unpalatable results which they have had to chronicle. But, however sound the work of the class may be, it cannot hope to achieve any real success, unless the mercantile community in general are prepared to recognise a good article, if it can be produced, and to pay for it accordingly.

387. Naturally so long as practically all clerks brought into an office are of about the same level of efficiency or inefficiency it is not worth a firm's while to recruit on more than nominal salaries, but equally obvious is it that parents and guardians who look to work in connexion with commerce to support their sons will not send them to a commercial class, if, when the certificate has been gained, they are in no better position as to obtaining employment than those who have never attended such a class at all. If the successful students of the commercial class prove to be no more useful than the ordinary chance youth who is willing to enter an office

on a nominal salary, then the sooner the commercial class is reformed or abolished the better. On the other hand it will surely be to the ultimate interest of the commercial community generally to assist Government in the up-hill task which it is attempting by giving the successful students, whom the class turns out at first, a fair trial. The glamour which employment under Government, however poorly remunerated, possesses in the eyes of the ordinary parent is a factor which must never be lost sight of in calculating the prospects of any scheme which has for its object the training of boys for private employment. To allow his son to abandon the pursuit of University degrees and with it all hope of those branches of Government employment to which they are the necessary passport is to the average parent almost an act of desperation; but Government service will after all provide for a small proportion only of the vast middle class of Bengal. Therefore it is not too much to hope that there will be found parents who, if they see that a commercial training is likely to help a boy to a decent career, will regard a commercial course as at least a possible alternative to a so-called University education.

The aim and prospects of the evening lectures.

388. The aim of the system of evening lectures which has been inaugurated is to give persons employed in connexion with commerce a chance of improving their efficiency as shorthand-writers or typists or of increasing their stock of English or of acquiring some insight into the economical, financial or legal principles on which modern commerce is based. As has been shown above, though there is some demand for instruction in type-writing, shorthand and book-keeping, there seems to be little desire to profit by the instruction offered in modern English and but little demand for lectures on such subjects as political economy, banking and currency, commercial and industrial law, and annuities and insurance. Indeed the removal of these subjects from the list has been contemplated, but the Bengal Chamber of Commerce, who were consulted, recommended that the attempt to provide advanced commercial teaching should not be abandoned, and they have undertaken to try and encourage the study of these subjects by offering prizes, etc., to persons who attend the lectures and do well at the examinations. It is, of course, vain to expect that the average man who is engaged in the practice of commerce will attend lectures on the principles of his profession. Even in the most vigorous commercial communities this probably could never be, but in most commercial communities there are found a few whose enthusiasm for their profession is such that they are glad to give up their spare time to increasing their knowledge about it. The commercial and industrial development of Bengal is the talk of the hour, and it will surely be a matter for wonder, if among the large commercial population of Calcutta, enthusiasts of this kind are non-existent.

The commercial class at the Victoria School, Kurseong, and other commercial classes.

The commercial class at Kurseong.

389. A commercial class for Europeans and Eurasians was opened during the quinquennium under review at the Victoria School, Kurseong. An account of this class is given in the chapter which deals with the education of Europeans.

Private commercial schools and continuation schools.

390. The Inspector of Schools, Presidency Division, reports that a considerable number of schools which teach shorthand, type-writing, book-keeping, correspondence, etc., have lately sprung into existence in Calcutta. Only two such institutions have submitted returns. The number of pupils returned as attending these two institutions on the 31st March 1907 was 54. Allusion has been made in the chapter on primary education to the "continuation schools" of the Presidency Division, some of which attempt the teaching of shorthand, type-writing, book-keeping and correspondence.

Proposed commercial scholarships tenable in England.

The proposal cordially approved.

391. In paragraph 145 of the last annual report on public instruction reference was made to a proposal made by the Government of India to send scholars to England for an advanced course of commercial education. There is nothing to add except that this scheme, which aims at reaching those classes of Indians who trade on their own account, has been cordially approved, and that the scheme is now under the consideration of the Government of India.

Preliminary commercial instruction in high schools.

The "C" classes.

392. When the scheme for the bifurcation of studies in high schools, which is described in paragraph 456 below, was sanctioned by Government in 1900 they ordered that a "C" class should be started at each of the following Government schools:—The Hare School, Calcutta, the Hooghly Collegiate School, the Uttarpara Government School, the Patna Collegiate School, and the Dacca Collegiate School. These classes were opened in 1901, except at the Dacca Collegiate School, where a class was not opened until 1904. In 1905 two more classes were established, *viz.* at the Barasat Government School and the Ranchi *Zilla* School. These "C" classes have hitherto been a failure. In 1903 seventeen candidates were presented for the "C" final examination, in 1904 ten, in 1905 nine, in 1906 twelve, and in 1907 eleven. Altogether the schools in this Province have presented 59 candidates, of whom 33, or 55·9 *per cent.*, have qualified. The Hooghly Collegiate School has presented 5 candidates for examination in 6 years, and of these only 2 have qualified. This class is now practically extinct, as are also the classes at the Patna Collegiate School and the Ranchi *Zilla* School. The curriculum of this course included originally modern English, mathematics, history, geography, a science primer, drawing and practical geometry, elementary chemistry and physics, and manual training. This course was found to be too elaborate, and last year it was simplified by the removal of the science primer and chemistry and physics, and by the substitution of a study of the vernacular of the district. The classes were also placed under the special inspection of Mr. Chapman, who is now in charge of the commercial classes in Calcutta. These measures have not as yet improved the prospects of the classes; indeed they are now worse attended than ever.

The causes of the failure of the "C" classes.

393. What is said in paragraph 459 below about the failure of the "B" classes applies *mutatis mutandis* to the failure of the "C" classes also. Indeed, while the domination of the matriculation examination continues, the "C" classes are not likely to possess even the small amount of attraction which the "B" classes may acquire, because the latter may lead to the Apprentice Department of the Civil Engineering College, Sibpur, and so thereafter to appointments under Government or a District or Municipal Board; whereas the "C" class leads nowhere except to an advanced commercial class, which can equally be entered by those who have passed the matriculation examination or can satisfy the authorities that they have sufficient education to enable them to take up the course with profit. An attempt has been made above to explain that a course of commercial training has yet to justify itself in the eyes of parents and to illustrate the difficulties which surround any attempt to improve the quality of commercial assistants by means of instruction adapted to their needs. It is quite logical that a boy who is going into commercial life should during the last year or two of his school career take a course which differs in some respects from the course taken by a boy for whom a University career is designed: but until there exist among the classes who use secondary schools parents whose ambitions do not tend in the case of all their sons to University degrees and thereafter Government service or the law, that is to say, until careers connected with commerce and industry come to be regarded as professions which may be adopted for their own sake and not merely acquiesced in *faute de mieux*, no attempt to make school education a real preparation for the varying needs of the community is likely to meet with much success.

Art.

The Calcutta School of Art.

The function of a school of art and the work of the Calcutta School of Art.

394. The main function of a school of art in India is to improve the arts and industries of the country. This principle was insisted upon by the Secretary of State, when in 1896 that authority decided that it was inexpedient to withdraw State aid and control from Indian schools of art. It was also reiterated and developed in the recommendations recorded by the Simla Conference of 1901. As explained, however, in paragraph 855 of the Fourth Quinquennial Review there is little indigenous art in Bengal, and consequently the Calcutta

School of Art has no manufacturing industrial side, as has for example the School of Art at Madras; in fact, as Mr. Nathan observes in the paragraph of his review just referred to, the Calcutta school answers more nearly than do the other schools to the acceptation of the name "school of art" that is usual in England.

The organisation of the Calcutta School of Art.

395. A detailed description of the organisation of the school and a list of the subjects taught is to be found in paragraph 855 of the Fourth Quinquennial Review to which reference has just been made. Briefly, the school consists of two divisions, the first gives systematic instruction in drawing and design, for drawing and technical art teachers, for skilled general draftsmen, for artisans and art workmen and for designers for art industries. This division may be called the industrial art side as opposed to the second division, which may be called the fine art side and is intended to train painters and sculptors.

Features of the quinquennium.

396. As regards the first division the most promising work during the quinquennium has been that of the advanced design class, and its lacquer and fresco-work may be specially mentioned. Early in the quinquennium some students of this class were engaged to do decoration work at Government House, Shillong, and several private orders have since been carried out. A lacquer-work screen designed and executed in the Art School won a medal at the Delhi Durbar Exhibition. In the quinquennial review of the school's work it is stated that "the works executed by the students of late, especially by those of the advanced design class, show a marked tendency towards originality." The exhibits from the school won some gold medals and first class certificates at the recent Calcutta Industrial Exhibition, and some Indian designs sent by the students to the League of the Empire competition attracted the notice of art critics in England. The Fine Art section does not appear to be making very much headway. On this point some remarks are made below.

A retrospect.

397. In trying to estimate how far the Calcutta School of Art may be said to have succeeded in the fulfilment of its function, namely, the improvement of Indian art and Indian industries, it must be remembered that until comparatively recently the lines on which the school was worked were wrong and the ideals to which its students were directed false. The founders of the school started with the object of imparting lessons on the art methods of Europe to Indian students, and classes were opened for wood-engraving, lithography, model and perspective drawing, etc. Indian students generally are readily acquisitive and consequently in a short time students of the Art School had acquired a certain mechanical proficiency in what they had been taught, and were able to take their place as teachers of the institution. The value of the work done under these conditions is described by Mr. Abanindra Nath Tagore, who is now officiating as Principal of the School, as follows:—

"If by an art school we understand an institution for higher æsthetic culture, where people may be taught to represent their ideas independently, beautifully and truly, then it must be said that the Government School of Art in those times failed in its mission. It turned out third class portrait painters and copyists, showing little or no originality in their work; and as our so-called University education fitted us only to be clerks or lawyers' assistants, so this school of art, with its systematic drudgery and inadequate training, made us indifferent drawing-teachers eager for appointments in the Provincial training schools. In fact this school of art neither fulfilled the conditions of a truly industrial establishment, nor did it do much towards improving the fine art of the country."

The Art Gallery.

398. It has been stated above that the ideals to which the student were directed were under the early conditions false. The truth of this contention cannot be better illustrated than by a reference to the Art Gallery as it was until recently. The object of having an art gallery attached to an art school is to mould the taste and direct the imagination of the students by means of the works of art exhibited, and yet though the students were Indian and the object of the school was, or rather should have been, the improvement of Indian art and not the introduction of European art, the collection of pictures which was got together for the art gallery consisted almost entirely of copies of the old Italian and early English school, while Indian art was practically ignored.

"This process of denationalisation," writes Mr. Tagore, "went on for years, and for years our art students were made to spend the best part of their lives in fruitless attempts to acquire ideas about an art which they never could or ever would rightly understand. It seems that 30 or 40 years was too valuable to have spent in useless experiments of this sort, and the mischief that was done will take another such period, if not longer, in undoing."

399. In 1896-97 an Indian art collection was begun, and in 1904 all the European pictures in the Art Gallery were sold and the proceeds devoted to the purchase of Indian works of art. In paragraph 147 of the last annual report on public instruction some account is given of the purchases made during 1905-06. The gallery is now an Indian art gallery pure and simple, and it is said to contain the finest collection of Indian art in India.

Mr. Havell's reforms.

400. In 1896 Mr. Havell became Principal, and in the same year the work of reconstruction was begun by the introduction *inter alia* of the system of organisation which has been briefly described above. The following extract from Mr. Havell's annual report for 1896-97 describes the work of the Art School, as he found it:—

"The study of design, the foundation of all art, was entirely ignored, and throughout the general drawing and painting classes the worst traditions of the English provincial art schools of 40 years ago were followed. There were no general classes for practical geometry, mechanical drawing and perspective. Oriental art was more or less ignored, thereby taking the Indian art student in a wrong direction. There was, besides, no regular examination system for the issue of certificates to deserving students."

A prospect.

401. The Calcutta Art School has, in fact, a good deal of leeway to make up. Something has doubtless been done during the last few years to install Indian art in the place which it ought to occupy in an Indian art school and to revive Indian ideals among the students. Progress is slow, for the present generation does not appear to have much sympathy for the art of India, and to-day there are students of the Art School who look back with regret to the old system and the old ideals; but the work is now on the right lines and in Mr. Tagore's opinion advance is assured. One obstacle to progress on which Mr. Tagore lays especial emphasis is the want of education and culture generally, and the ignorance of the mythology and tradition and the religious and social ideas of India in particular, which characterise the average art student.

"We find," he writes, "few cultured men amongst the art students here. To produce any really good work the art student must be thoroughly conversant with the classical lore of his country. He must have a complete knowledge of its religious and social ideals, of the episodes of Indian epics and history * * * * Without knowing the trend of thought of the greatest Indians of the past, his productions are bound to fall short of a high standard."

402. To counteract this defect Mr. Tagore suggests that lectures on Indian classics, mythology, etc., should be organised at the School of Art.

Numbers, expenditure and examinations.

403. Two hundred and fifty-two students were attending the school on the 31st March 1907; of these 235 were Hindus, the remainder being made up as follows:—9 Muhammadans, 2 Buddhists, 1 Parsi, 2 native-Christians, 3 Europeans or Eurasians. The last-named included two females, the only ones attending the school. The total attendance on the 31st March 1902 amounted to 228. The total expenditure during 1906-07 amounted to Rs. 23,191; towards this sum the contribution from fees amounted to Rs. 5,969, the balance came from Provincial revenues. Fifty-one students appeared at the final examination of the School of Art in 1906 and 27 qualified.

Other schools of art.

Private art schools in Calcutta.

404. Under the head of Schools of Art and Industry the Inspector of Schools, Presidency Division, has returned 3 institutions as existing in Calcutta and having 235 students on their rolls on the 31st March 1907. These institutions are (1) the Indian Art School, (2) the Jubilee Art Academy and (3) the Albert Temple of Science. The expenditure on these institutions during 1906-07 is returned as Rs. 13,338. The Indian Art School received during the year a grant of Rs. 100 from the Calcutta municipality. Very little appears to be known about these schools; they are said to teach drawing, engraving, moulding and lithography.

Agriculture.

The educational aspects of the problem.

405. Two-thirds of the population of India are dependent for their livelihood on the produce of the soil. Not unnaturally therefore the well-being of the agricultural population has for years been a matter of the most

anxious consideration on the part of Government. The problem has its educational aspect, and to this aspect a considerable amount of attention has been directed. Anything like a complete account of the discussion to which agricultural education has given rise would be beyond the scope of this review. For the purposes of the present remarks it is sufficient to invite attention to the fact that throughout the discussion which has grown up round the subject three distinct phases of the problem have been always apparent. First, there is the question of primary education in rural schools, then there is the question of instruction in agriculture as a part of the general school course, and lastly there is the question of special or technical agricultural training. All these questions are intimately connected with the well-being of the agricultural community and the improvement of agricultural methods. A brief account of agricultural education is given below under each of the three aspects mentioned above, *viz.* (*a*) special or technical agricultural training, (*b*) agriculture as part of the general school course, and (*c*) primary education in rural schools considered from the point of view of the well-being of the cultivating community.

Special or technical agricultural training.

Dr. Voelcker and the agricultural conferences of 1890 and 1893.

406. In 1889 Dr. Voelcker, Agricultural Chemist to the Royal Society of England, was deputed to advise the Government of India on questions connected with agriculture, and the subject of agricultural education formed an important part of his enquiry. In October 1890 a conference in which all Provinces were represented was convened to discuss Dr. Voelcker's preliminary report, and at this conference a series of resolutions were passed, some of which dealt with the educational aspect of the problem. Among these resolutions were the following:—(*a*) that the science of agriculture should be recognised by the Universities, (*b*) that the claims of men with a scientific agricultural training should be freely recognised in the revenue and cognate departments, (*c*) that scientific agriculture should be included among the subjects for the examination for entry into such departments and (*d*) that no arrangement for higher agricultural training can be regarded as satisfactory which does not provide for a thoroughly practical training of the students in the field and laboratory, and for examination tests of a special and searching character on the course of practical training. In October 1893 a second conference was held which adopted the resolutions of the previous conference and added some others.

The Provincial conferences and the Government of India Resolution of 1897.

407. The next step was the summoning of Provincial conferences to consider Dr. Voelcker's reports and the resolutions which had been arrived at, and on the 28th March 1897 the Government of India published a Resolution which discussed the subject of agricultural education under the four following heads: primary education, readers and text-books, training schools, and higher education in agriculture. The Resolution placed on record six conclusions which were considered to be justified by the discussions which had taken place. The first three of these resolutions were as follow:—

(1) that agricultural degrees, diplomas or certificates should be placed upon the same footing as corresponding literary or science degrees, etc., in qualifying for admission to Government appointments and more particularly those connected with land-revenue administration;

(2) that there should not be more than four institutions giving a high class diploma, *viz.*, at Madras, Calcutta, Bombay and some place in the North-Western Provinces, and that these should be utilised by other Provinces;

(3) that the diploma should eventually be made compulsory in the case of certain appointments, *e.g.* agricultural teachers in training schools, assistants to Directors of Agriculture, etc.

The agricultural class of the Sibpur College.

408. One of the results of this Resolution was the opening in 1889 of agricultural classes at the Civil Engineering College, Sibpur. There were at first a higher and a lower class, but the latter failed to attract students and was closed in 1901. Since then there has only been one class, which is called

the higher agricultural class. The course of instruction in this class extends over two years and culminates in a final examination, on the results of which diplomas are awarded. The first portion of each year (November till August) is spent at the Sibpur College in theoretical study; the remaining three months are devoted to practical training, arrangements for which are made by the Director of Agriculture. Plots for cultivation are provided in the college grounds, but the arrangements for practical training are said to be inadequate. For an account of the course and of the qualifications required for admission paragraph 804 of the Fourth Quinquennial Review may be referred to.

Numbers and examinations.

409. On the 31st March 1907 there were 24 students undergoing instruction in the agricultural class. Twenty-three of these were Hindus; one, a special student, was a European. The average number of students in attendence on that date throughout the quinquennium was 23. At the diploma examination held in November 1906, 11 students appeared of whom 10 passed. During the quinquennium 50 students appeared at the diploma examination, of whom 37, or 74 *per cent.*, were successful. It has been decided that there are to be no more admissions and that the class will be closed in November 1908. The work will then be transferred to the Provincial Agricultural College at Sabour near Bhagalpur.

The careers of successful students.

410. During the whole period of the existence of the agricultural classes 51 diplomas have been issued. The careers of 45 of the holders of these diplomas are known, and may be classified as follows:—20 obtained appointments in the Provincial or Subordinate Executive Service of Bengal or Eastern Bengal and Assam, 2 are in the service of Native States, one as a settlement and the other as a "circle" officer, 12 are in the Agricultural Departments of the two Provinces, 3 are teachers, 1 is in the Police and 1 a chemist in the Indian museum, while 7 have gone to America for further agricultural training.

The affiliation of agricultural colleges to the Universities.

411. The new regulations of the Calcutta University do not provide for degrees in agriculture. The experience of the working of institutions for higher instruction in agriculture which was gained between the years 1890 and 1901 led the Government of India to question the wisdom of the Resolution which the conference of 1890 had recorded in this matter, and in communicating to Local Governments the decisions of the Simla Conference they stated that it was open to doubt whether the study of agriculture should be encouraged by the affiliation of agricultural colleges to a University. They suspected, and with some reason, that affiliation of agricultural colleges to the Universities would tend to accentuate the tendency to regard these institutions as avenues leading to Government service and to place them still further outside the practical scope of persons who would turn the training received to profit in private farming or estate management.

Instruction in agriculture or nature study as a part of the school course.

School gardens and special agricultural classes at high schools.

412. The Simla Conference emphasised the necessity of extending the facilities for agricultural instruction to the various classes of the community, and in 1902 a scheme based on the principle that the teaching of simple agricultural facts should be imparted in primary and middle schools and that a certain amount of agricultural science should be taught in certain high schools which were situated near Government agricultural farms was developed and submitted to Government. What was finally agreed upon was that secondary schools should, where possible, be provided with gardens so that proper instruction might be given in simple facts relating to agriculture, and that agricultural classes which would impart more specialised instruction should be opened at certain selected high schools.

Nature study with special reference to plant life to take the place of the teaching of agriculture in ordinary high schools.

413. Not much appears to have resulted from the adoption of these schemes. As regards the first there are now eight high schools which have gardens attached, but no course of instruction was ever laid down. It has now been decided that no attempt is to be made to teach "agriculture" in these schools. All that is to be attempted is nature study with special reference to plant life; for this branch of nature study the possession of a school garden is highly desirable.

414. There are agricultural classes attached to the following high schools:—the Burdwan Municipal School, the Dumraon Raj School, the Gaya *Zilla* School, the Ravenshaw Collegiate School, Cuttack, and the Hazaribagh *Zilla* School. The object of these classes is partly to train generally the faculties in the direction of agriculture and partly to convey a certain amount of specifically agricultural knowledge. The work done in these classes has not been satisfactory. No syllabus of instruction was provided and no arrangements were made for expert supervision. The teaching and management of each class was in fact left almost entirely to the teacher in charge, who had probably a very hazy idea as to what the object of the class was and nothing to guide him except some suggestions which were put forward by the agricultural lecturer at Sibpur when the scheme was inaugurated. Consequently there has been in the working of these classes neither uniformity of principle nor definiteness of aim. Last year the condition of these classes was brought to the notice of the Director of Agriculture, who has now consented to undertake their supervision. A syllabus has been drawn up by that officer, the preparation of a text-book is under consideration, and steps are being taken to draw up a curriculum for the classes and generally to put them on a satisfactory and business-like footing. One of the most important features of the new course will be the practical work to be done at a neighbouring experimental farm. Agricultural classes at high schools.

415. The various phases of the discussion which has during the last few years centred round the problem of trying to provide a curriculum of studies suited to the needs and capacities of the children of agriculturists have been rehearsed in the Resolution issued by the Government of Bengal on the 10th June 1907 which promulgated a syllabus of studies for the infant section and standards I and II of all classes of schools. This syllabus includes a systematic course of training in nature study. Similar provision is made in the revised syllabus for standards III to VI which is now before the public. Nature study in middle and primary schools.

416. One of the resolutions passed by the conference of 1893 was that the system of training in normal schools should be adapted to qualify school teachers to give practical instruction in agriculture. As has been explained above it has now been decided that instruction in agriculture should not be attempted in the ordinary school, but stress has been laid on the importance of a practical study of plant life. Agriculture is still prescribed in the curriculum of first grade training schools as one of the branches of elementary science, but this prescription will shortly be modified. It is however essential that each training school should be provided with a garden in which a practical study of plant life may be made. The first grade training schools at Calcutta and Patna are provided with gardens, but these gardens are unsatisfactory and inadequate. Proposals for removing these institutions to satisfactory sites are now before Government. In 1905-06 a garden was sanctioned for the Cuttack training school, but there have been difficulties in connexion with the land acquisition, and the land for the garden has not yet been made available. The location of the garden for the first grade training school at Hooghly is also not yet decided. The Ranchi first grade training school will shortly be removed to a new site, where there is plenty of room for a garden. Nature study in first grade training schools.

417. The necessity for providing *guru*-training schools with gardens for the purpose of nature study has not been lost sight of. As explained in the chapter on the training of teachers, now that it has been decided to provide each *guru*-training school with a fixed habitation, provision is being made in all cases for a suitable garden. Nature study in *guru*-training schools.

Engineering and surveying.

The connexion between engineering institutions and the Public Works Department.

418. A lucid account of the organisation and working of Indian Engineering Institutions is to be found in the Fourth Quinquennial Review (paragraphs 738-790). In spite of this the system is sketched in outline below, because such technical education as exists in Bengal cannot be understood apart from the Civil Engineering College at Sibpur, round which The organisation of Indian engineering institutions.

it has grown up, and the development of the Sibpur College only becomes intelligible when the general conditions under which Indian engineering colleges and schools have grown up are known.

The relation between engineering institutions and the Public Works Department.

419. In the first place it is essential to remember that engineering colleges and schools are conducted with a general view to the recruitment of the several branches of the Public Works Department. This does not mean that the scope of these institutions is confined to the Public Works Department; what it does mean is that the manner in which the Sibpur College and the other institutions connected with it are organised is due to the fact that one, and probably the most valued, opening to which that institution leads is employment in the Public Works Department.

The Public Works Department establishment.

420. Broadly speaking, the Public Works Department is divided into the Engineer Establishment, the Upper Subordinate Establishment and the Lower Subordinate Establishment. The Engineer Department is divided into two services, Imperial and Provincial, the former recruited in England, the latter recruited in India. The pay and the conditions for leave and pensions are different in the two services, but in other respects there is no distinction between them. The Upper Subordinate Establishment is recruited entirely in India and consists mainly of Indians. The ranks of this establishment are Overseers (3 grades), Supervisors (2 grades) and Sub-Engineers (3 grades). An overseer of the third grade draws a salary of Rs. 60 a month and a sub-engineer of the first grade may rise to one of Rs. 500 a month. The Upper Subordinate Establishment is recruited partly from engineering schools and colleges, partly from the Lower Subordinate Establishment, and partly from temporary *employés* and other qualified persons. The Lower Subordinate Establishment is composed almost entirely of Indians; its members hold minor posts on works and railways and are generally styled sub-overseers. Any qualified person may be appointed a sub-overseer, but recruits are mostly drawn from engineering colleges and schools. The Public Works Department also employs, especially in connexion with Government railways, a number of persons who are outside the regular graded establishment. Such *employés* are frequently passed students of engineering colleges and schools.

The organisation of the Sibpur College and connected institutions.

421. Now the Civil Engineering College, Sibpur, is divided into two Departments, the Engineer Department and the Apprentice Department; and all engineering schools, both in this Province and in the Province of Eastern Bengal and Assam, are either affiliated to the Sibpur College and teach up to a certain stage in the Apprentice Department course, or are organised on the lines of that department. The object therefore of the above description of the establishment of the Public Works Department is that the reader may get some idea of the relative standards of the work of the various institutions mentioned below when it is explained that the standard aimed at by the Engineer Department of the Civil Engineering College is that of the Engineer Establishment of the Public Works Department, and that the standard of the overseer and sub-overseer grades are supposed to be attained on the successful completion of the whole and a certain portion of the Apprentice Department course, respectively.

The Civil Engineering College, Sibpur.

Students in the various departments.

422. On the 31st March 1907 there were 366 students of all classes on the rolls of the college. Of these 94 were in the Engineer Department, 233 in the Apprentice Department, 24 in the agricultural class and 15 in the artisan classes. At the close of the last quinquennium the total number of students on the rolls was 306. The figures for each department show an increase during the quinquennium, except those for the artisan classes, in which the attendance has decreased by 20. It is noticeable that the total number of Muhammadans attending the Engineer and Apprentice Departments of the college on the 31st March 1907 amounted to 5 only. Of these, 4 were in the Apprentice Department. The college has to meet the needs not only of this Province but also of Eastern Bengal and Assam, and to a certain extent of Burma.

It has now been arranged with the Government of Eastern Bengal and Assam that a certain proportion of the vacancies both in the Engineer and Apprentice Departments should be reserved annually for that Province.

Expenditure.

423. The total expenditure on the college during 1906-07 amounted to Rs. 2,22,981. This total includes Rs. 11,252 spent on the agricultural class. The cost to Provincial revenues of the whole college was Rs. 1,92,618. In paragraph 136 of last year's annual report on public instruction the total expenditure on the college during 1905-06 was quoted as Rs. 1,57,916. In this sum the cost of the agricultural class was not included. If this be added, the total cost for 1905-06 amounted to Rs. 1,67,013, so that during 1906-07 the cost of the college increased by Rs. 55,968, and of this increase Rs. 55,312 fell on Provincial revenues. The increase is chiefly due to the enhanced salaries paid as a result of the re-organisation of the Provincial and the Subordinate Educational Services and the creation of the Lower Subordinate Educational Service.

University Examinations and the arrangements for the practical training of the successful students.

424. The results of the B. E. and F.E. examinations in 1906 were distinctly satisfactory. In the former the percentage of success was 66·7, a record which has not been approached during the quinquennium; while in the latter it was 57·9, a result which is 4 *per cent.* better than that of the preceding year and 33 *per cent.* better than that of 1904, though it is not quite up to the standards of 1903 and 1902. The Principal, Mr. Heaton, ascribes the good results of 1906 to the fact that for the first time for many years the college was working during the year with its full permanent staff. The list of successful candidates at the B.E. examination was headed by a student of European extraction who has since joined Cornell University in America to study engineering there. The rest of the successful students have been sent for practical training as follows—6 to the Public Works Department, Bengal, 2 to the Public Works Department, Eastern Bengal and Assam, 2 to the Sanitary Engineer, Bengal, and 2 to the Eastern Bengal State Railway. During the quinquennium under review 126 students were presented for the B.E. examination, of whom 55, or 42·3 *per cent.*, passed. For the F.E. examination 137 students were sent up, of whom 71, or 51·8 *per cent.*, were successful.

Developments during the quinquennium.

425. Among the principal developments during the quinquennium may be noticed the development of a mining class as also of a class for the instruction and of motor driver mechanics. These projects are dealt with in paragraphs 465 and 472 respectively below. A hundred-ton testing machine and two cement testers were added to the equipment of the college and proposals have been sanctioned for developing a bureau of scientific testing. The workshops of the college were provided during the quinquennium with an electrical installation for motive power, the erection of which was carried out by the students. An eighty-foot launch with twin compound condensing engines was completely constructed (with the exception of the boiler) in the college workshops, as also two motor boats. The college gained two gold medals for exhibits at the recent Calcutta Industrial Exhibition; one for a motor boat, the other for iron castings. During the period under review the staff of the college was increased by a professor of mining and an instructor in surveying and temporarily by an additional teacher of drawing. The post of instructor in surveying has not yet been filled, as no suitable candidate willing to accept the terms offered has yet been found. At the beginning of 1906 an office superintendent and bursar was appointed temporarily to relieve the Principal of some of the routine work of his office. Proposals have also been submitted to Government for the establishment at the college of a department of industrial or technological chemistry. Some description of this scheme is given in paragraph 494 below.

Mechanical testing.

The workshops.

The staff.

Industrial chemistry.

The proposed removal of the college.

426. Definite proposals for the removal of the college from Sibpur to Ranchi have now been submitted to the Government of India. Pending the removal the expansion of the college is being checked, and its work, which has been considerably increased by recent developments, is being hampered for want of adequate accommodation; for no building schemes can now be entertained. At the same time the notorious reputation of the college for unhealthiness is unfortunately being maintained; in fact the ravages of malarial fever are becoming annually more severe. In 1904-05, 1,142 cases of malaria were treated in the

The health record of the college.

college hospital; in 1905-06, 1,182 cases; and in 1906-07, 1,303. The average number of fever cases under treatment during the year under report represented 36·3 *per cent.* of the total number of patients, both indoor and outdoor, treated at the college hospital; during the period from the middle of July to the end of November, when malaria is most prevalent, the percentage stood at 57·6. The medical officer remarks that the various tanks and water-logged places in and around the college compound, as also the tanks adjoining the dormitories, are most favourable breeding grounds for mosquitoes, and these insects are in his opinion mainly responsible for the prevalence of malaria. He adds that students and servants who suffer from chronic enlargement of the spleen but whom it is impossible to segregate are also sources of infection. In addition to malarial fever bowel complaints have been very prevalent during the last three years, and this prevalence is chiefly attributed to the infection of food-stuffs by flies which come "in immense numbers" from the municipal trenching grounds which adjoin the college.

The Engineer Department. Changes introduced by the regulations of the University.

427. The new regulations of the Calcutta University have modified the University engineering course considerably. Under the old system the first examination in engineering which was mainly a test in mathematics and science was taken by a student at the end of his third year after admission to the college. The examination for the degrees of Bachelor or the licentiate in Engineering, which was mainly a test of subjects specifically connected with engineering, was taken at the end of the fourth year after admission. It must here be explained that the examination was precisely the same for candidates for the degree of Bachelor of Engineering and for candidates for the license. The sole difference lay in the previous educational qualifications of the candidates. Successful candidates who had passed the entrance examination only were awarded a license, while the degree of Bachelor of Engineering was awarded to successful candidates who had passed the first arts examination or the first examination in engineering. The weak point of the old system was that the study of the more specifically engineering subjects was postponed until too late in the course, and that consequently sufficient attention could not be devoted to these subjects, nor could anything be attempted in the way of specialisation in the various branches of engineering. These defects have now been remedied. Under the new regulations the first examination which is now called the intermediate examination in engineering is taken at the end of the second instead of the third year of the course, and after passing this examination a student has a choice between three parallel courses, any one of which may be taken for the degree of Bachelor of Engineering. The courses are (1) civil engineering, (2) mechanical and electrical engineering and (3) mining engineering. Mr. Heaton reports that these courses are based upon those of American and up-to-date English Universities.

The practical training of students under the new system.

428. The college course of training will still be followed by a one year's course of practical training, upon the satisfactory completion of which the college certificate will be awarded. The certificate will specify whether a student is qualified as a civil engineer, or as a mining engineer or as a mechanical and electrical engineer. A certain number of students who have passed the examination for the degree of Bachelor of Engineering in the civil engineering course will be sent annually for training to the Public Works Department, and it is these students who will compete for the guaranteed post of assistant engineer which will be awarded annually on the results of the practical examination held every year by the Public Works Department at the end of the period of practical training. Other students who have passed the examination for the degree of Bachelor of Engineering in the civil course will be sent for practical training either to the Sanitary Engineer or to a railway. Arrangements will also be made for the practical training of graduates in the mechanical and electrical and mining courses.

Proposed enlargement of the scope of the Engineer Department.

429. Mr. Heaton hopes to be able to enlarge the scope of the Engineer Department by admitting as special students persons who have no desire to compete for Government posts, but who wish to be trained in the higher branches of engineering. The admission of such students will not be subject to any age limitation. Modifications of the existing rules have been proposed with a view to permitting the admission of students of this kind.

Mr. Heaton thinks that by providing first class instruction to such students the Sibpur College will contribute largely to the commercial development of the Province. He thinks moreover that students who have passed the intermediate examination in engineering from any institution which may hereafter be affiliated to the Calcutta University up to that standard should be allowed to study at the Civil Engineering College the special courses which lead to the B. E. examination.

The Apprentice Department.

430. It has been explained in paragraph 421 above that the standard of the whole and of a certain portion of the Apprentice Department course is that of the Upper and Lower Subordinate Establishments respectively of the Public Works Department. More specifically the course of the Apprentice Department may be described as consisting of 3 stages (*a*) the sub-overseer course extending over 2 years, (*b*) the overseer course extending over $1\frac{1}{2}$ years and (*c*) a practical training course extending over $1\frac{1}{2}$ years. Stages (*a*) and (*b*) correspond respectively to the lower and upper subordinate classes at the College of Engineering, Madras, and at the Thomason Civil Engineering College, Rurki. The first two stages end in examinations. The examination which ends the first course entitles a successful candidate who leaves the college at this point to a certificate testifying to the possession by the holder of the theoretical qualifications required of a sub-overseer in the Public Works Department. On the results of the examination which ends the second stage the third grade overseer certificate is awarded, and on the completion of the period of practical training the foreman-mechanic and sub-engineer certificate or the upper subordinate and foreman-mechanic certificate is awarded according to proficiency.

The mining class and the training of electricians.

431. The only important developments in the Apprentice Department during the quinquennium under review have been the special provision which has been made for instruction in mining and the improvement which has been effected in the practical training of electricians. The former is dealt with under the head of mining below. The development during the period under review of the latter branch of instruction, which was inaugurated by Sir Charles Elliott, was rendered possible by the installation of the system of electric power distribution, of which mention has been made in paragraph 425 above. About ten of the best apprentices who have completed the overseer course are selected annually and trained during the 18 months which they are required to spend doing practical work at the college before the foreman-mechanic certificate can be obtained. The course of training is a thoroughly practical one, and the students during this period are in charge of the workshop and electric light installation. This training is prized, because it leads to well paid appointments. Mr. Heaton intends to come forward shortly with proposals for re-organising the Apprentice Department by dividing it into two sections:—

(*a*) Junior apprentice classes to correspond to the sub-overseer classes.
(*b*) Senior apprentice classes to correspond to the overseer classes.

To the senior apprentice or overseer classes he would offer a choice between three specialised courses, namely (1) a civil engineering course, (2) a mechanical and electrical engineering course, (3) a mining engineering course. The first would be specially devised for the training of overseers for the Public Works Department, District Boards and Municipalities.

Examinations and practical training under the P. W. D.

432. During 1906-07, 48 apprentices appeared at the sub-overseer examinations, and of these 40 were successful. The percentage of successes gained by the Sibpur apprentices at this examinanation during the last 3 years amounts to 83·1. At the overseer examination of 1906-07, 47 apprentices were presented and 38 passed. The precentage of successes gained by the Sibpur apprentices at this examination during the last 3 years amounts to 76·1. At the beginning of 1906, 4 selected apprentices joined the Public Works Department for training. One of these students gave up his training, but the other three appeared at the examination conducted by the Public Works Department, and all of them secured appointments as second grade overseers.

The system of recruitment for the P. W. D.

433. The system under which appointments are made to the Public Works Department is as follows:—Four or more students of the Engineering Department who have passed the B. E. examination are taken in the order of merit in which they stand on the University list and placed on practical training

in the Public Works Department for one year. A number of selected apprentices from the college and the Bihar School of Engineering are similarly placed on practical training in the Public Works Department for one year. At the end of this year a practical examination is held by the Public Works Department, on the results of which the candidates are arranged in a combined list in order of merit. The first graduate candidate on the list is offered an appointment as an apprentice engineer; the others in order of merit are offered appointments, as far as vacancies permit, as probationary overseers. Candidates who hold the foreman-mechanic's or any higher certificate are generally appointed as overseers of the second grade, but any candidate of special merit may be appointed to the first grade.

The supply of apparatus and chemicals.

434. Complaints still continue to be received with reference to the delay in the supply of scientific apparatus, chemicals, etc. In his report on the working of the Sibpur College during 1906-07 Mr. Heaton writes as follows:—

> "The usual procedure of indenting for apparatus and chemicals through the Secretary of State results frequently in the materials being actually obtained more than two years after the lists are first made out in the laboratory. Although ordinary routine work can be generally provided for, it is obviously impossible to keep a supply of parts of apparatus liable to breakage, and much inconvenience and interruption to work is the result of the system. In the case of research work, the needs cannot be so definitely foreseen and the delay in supply may easily result in certain cases in rendering the prosecution of the work impossible."

Apparatus received in a damaged condition.

435. Mr. Brühl in his report on the working of the physical laboratory observes that the fact the college authorities are not permitted to obtain from Europe, whenever they are required, small quantities of various stores, such as resistance material, glass tubing, lenses, galvanometer mirrors, plane parallel glasses and similar articles acts frequently as an obstacle to work. He also reports that nearly all the apparatus recently obtained through the Director-General of Stores arrived in a damaged condition owing to bad packing and had to be returned.

436. As stated in paragraph 135 of the annual report on public instruction for 1905-06 the question of the present system of indents is now under consideration, and it is hoped that as a result some substantial improvement may be secured.

Research.

437. During the quinquenuium under review Mr. Brühl has been conducting researches into the nature and origin of *laterite*. Mr. Watson, who acted as professor of chemistry during the absence of Mr. Tate on furlough, carried out several investigations the results of which have been published. Among these the following papers may be noticed:—"Silver dioxide and silver peroxynitrate," "Preliminary note on the chemical examination of the milk and butter fat of the Indian buffalo," "The exact determination of the fastness of the more common indigenous dyes of Bengal, and comparison with typical synthetic dye-stuffs," and "Swadeshi soaps."

The Bihar School of Engineering.

Organisation.

438. The Bihar School of Engineering teaches the whole of the overseer course; that is to say, its curriculum covers roughly the same ground as that covered by the curriculum of the Apprentice Department of the Sibpur College, but it has not at present any arrangements for conducting the 18 months' practical training which completes the apprentice course at Sibpur, and consequently it cannot as yet issue the foreman-mechanic's certificate. The organisation of the institution is therefore as follows:—(*a*) First year class, (*b*) second year class culminating in the sub-overseer examination, (*c*) third year class and (*d*) fourth year class culminating in the overseer examination. There is also a class for the training of *amins* (surveyors). The course of this class is for one year only. Until the year 1902 the students of the Bihar School of Engineering were examined at the overseer and sub-overseer examinations on the papers set for the apprentices at Sibpur. In November of that year, however, Government passed an order conferring on the school the right to conduct its own examinations independently of the Civil Engineering College, Sibpur, but directing that the standard of examinations

which obtained at that college should be adopted as a guide for the purposes of teaching and examination.

Numbers and expenditure.

439. The annual school session opens in July. In July 1906 there were 198 students at the school, this number being 27 more than the number at the school in July 1905. Of these 198 students 59 were in the *amin* class. The total expenditure on the school amounted during 1906-07 to Rs. 46,132, towards which Provincial revenues contributed Rs. 31,518. The cost for 1906-07 shows an increase of Rs. 6,181* over that for 1905-06. The Head Master explains that the increase is due to the re-organisation of the Provincial and Subordinate Educational Services, as also to the special expenditure on work and fittings for the electric light installation, which is now being carried out.

Examinations.

440. During 1906-07, 10 candidates appeared at the overseer examination, of whom 6 passed, and 33 at the sub-overseer examination, of whom 24 passed. At the *amin* class annual examination held in April 1906, 24 candidates were presented, of whom 22 passed. There is a rigorous system not only of annual but also of monthly examinations. Students failing to qualify at the latter are not permitted to appear at the annual examinations, through which alone promotion to the next year of the course can be obtained.

The future of the successful students.

441. At least one student who has passed the overseer examination is selected annually from this institution for a year's practical training under the Public Works Department along with selected students from the Engineer and Apprentice Departments of the Sibpur College, at the end of which period certain posts in that Department are awarded on the results of an examination. Of the six students who were successful at the last overseer examination, the one who headed the list was elected to enter for the competition just mentioned and is now undergoing practical training under the Public Works Department; three others are also undergoing training under the Public Works Department; another has joined the Sibpur College in order to go through the 18 months' practical training which completes the Apprentice Department course; while another is staying on at the Bihar School of Engineering in order to assist in the erection of the electric light plant.

Nationality of the pupils.

442. It is gratifying to note that Biharis make use of this school. Of the 109 students who joined at the beginning of the session of 1906-07, 65 were Biharis, 35 were Bengalis, while 13 came from other provinces. The total number admitted included 15 Muhammadans; the rest were all Hindus.

Development during the quinquennium.

443. Though there is nothing very striking to record, the working of the Bihar School of Engineering during the quinquennium under review has been very satisfactory. In paragraph 137 of the report on public instruction in Bengal for 1905-06 reference was made to the success of the institution, and it was there suggested that it was not unlikely that the school would before many years were past be raised to the status of a college. No step in this direction has as yet been proposed. The existence of a boarding house attached to the school and the corporate and social life among the students which it had been thereby possible to develop were also mentioned. As a gratifying feature of this aspect of the school's work it may be noticed that the students have entirely of themselves formed and developed a club for the holding of lectures, debates, etc. This club has now had a vigorous existence for two years.

The Cuttack Survey School.

Provision for the teaching of surveying in engineering schools and colleges.

444. Surveying is an important part of the course of all engineering colleges and schools in India. Both a practical and a theoretical study of the subject is an integral part of the curriculum of the Engineer Department of the Sibpur College, as also of both the overseer and the sub-overseer courses, and the students of all institutions which take either one or both of the latter courses are required to do a certain amount of practical field-work annually.

* This figure is not calculated on the cost of the school during 1905-06 as shown in paragraph 147 of last year's report. The figures returned for 1905-06 were carefully examined in the light of the returns received direct from the school and found to be incorrect, the mistake having occurred in the returns for the Patna Division. The cost of the school during 1905-06 was Rs. 39,951 and not Rs. 34,311 as stated in the paragraph of last year's report just referred to.

The curriculum of the Cuttack Survey School.

445. The Cuttack school is the only Survey School so called in the Province. The complete curriculum of the school extends over two years, but at the end of the first year's course an examination is held on the results of which *amin's* certificates are issued to successful candidates. In paragraph 785 of the Fourth Quinquennial Review it is stated that the Survey Schools at Dacca and Cuttack are engineering as well as survey schools and give instruction up to the sub-overseer examination. This as far as the Cuttack School is concerned is misleading. The school teaches up to the sub-overseer standard in the sense that students who have passed the final examination are eligible for sub-overseerships in the Public Works Department, but the school does not as yet teach the full sub-overseer course. The curriculum includes surveying, road-making, estimating and mathematics, but not carpentry, smithery or science.

446. The work of the *amin* classes both at this school and at the Bihar School of Engineering is not satisfactory. Indeed the Survey and Settlement Departments prefer to train their own *amins* rather than employ the passed students of these classes. The improvement of these classes is now under consideration.

Numbers and strength.

447. On the 31st March 1907 there were 99 students undergoing instruction in the school; of these 61 were Uriyas and 38 non-Uriyas. The total includes 3 Muhammadans only, two of whom were natives of Orissa; all the other students were Hindus. The total attendance shows an increase of 6 during the quinquennium; the number of Uriyas in the school has increased during the period by 18. The total cost of the school during 1906-07 was Rs. 5,577, of which sum Rs. 4,399 came from Provincial revenues. During 1905-06 the total cost was Rs. 5,326 and the cost to Provincial revenues Rs. 4,143.

Examinations and the prospects of students.

448. Forty-three candidates appeared at the final or second year examination which was held in 1906-07, and of these 37 were successful. Of these, 25 secured appointments on salaries ranging from Rs. 15 to Rs. 80 a month.

The raising of the status of the school.

449. It has recently been decided that the school is to be developed into an engineering school, the complete sub-overseer course being to start with taken and ultimately the complete overseer course. A site for the enlarged school has already been selected.

Sub-overseer classes at other technical schools and at European schools.

Sub-overseer classes at technical schools.

450. There are classes teaching up to the sub-overseer standard at the Burdwan Technical School and the Maisadal Raj Technical School, Midnapore.

The Burdwan Technical School.

451. The Burdwan school is a very successful institution managed by the District Board. In addition to sub-overseer classes it has also a department for the training of artisans.

The Midnapore Technical School.

452. The Midnapore school was founded some 20 years ago from funds collected from the local *zamindars*, the most generous contributor being the *zamindar* of Maisadal, after whom the school is called. In addition to instruction in the sub-overseer course the school has a department for the training of artisans. The recent working of the school has been very far from successful, and in 1905 Mr. Heaton recommended that the privilege of affiliation to the Civil Engineering College, Sibpur, should be withdrawn. The main cause of the ill-success of the school was apparently want of proper control. It has now been decided that the school shall be removed to a better site and provided with a proper building, towards the construction of which Government has made a grant of Rs. 5,000. The control of the school, which was formerly in the hands of the Education Committee of the District Board, is now to be handed over to a committee consisting of the Magistrate as *ex-officio* president, the Executive Engineer, the District Engineer, one or two representatives of the District Board and of the Municipal Committee, and some representatives of the original donors of the fund.

Examination results.

453. During the last five years the Burdwan and Midnapore Technical Schools presented for the sub-overseer examination 39 and 20 candidates respectively. Of the former, 21 or 53·8 *per cent.*, and of the latter 5 or 25 *per cent.*, were successful.

454. The opening of sub-overseer classes at the Ranchi industrial school was sanctioned in 1904, but these classes have not yet actually been started, because it was doubtful if these classes would be required if the Sibpur College were removed to Ranchi. Sub-overseer classes at Ranchi.

455. At the Victoria School, Kurseong, there is a class for Europeans and Eurasians which teaches up to the sub-overseer standard. It is proposed to start a similar class in connexion with the St. Andrew's Colonial Homes at Kalimpong. These two ventures are dealt with in the chapter on the education of Europeans. Sub-overseer classes for Europeans.

Technical education in schools for general instruction.

456. One of the recommendations of the Education Commission was that in the upper classes of high schools there should be two divisions, one teaching for the entrance examination of the University, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits. In 1898 Mr. J. S. Slater, who was then Principal of the Civil Engineering College, Sibpur, developed a scheme for introducing into high schools a course adapted for boys who were afterwards to be trained for work connected with engineering. This course was to be alternative with the course which culminates in the Calcutta University entrance examination. Sir Alexander Pedler, while approving of Mr. Slater's proposals, advocated an extension of the principle on which it was based, and recommended that the course of studies in high schools should be so arranged as to prepare boys not only for the courses of the Calcutta University but also for "all forms of practical, industrial and commercial pursuits." As a result the so-called scheme for the "bifurcation of studies in high schools" was evolved. This scheme provided that there should be two courses alternative with the University entrance course. These two courses were to be called "B" and "C," and the entrance course has since been known as the "A" course. The "bifurcation" scheme was sanctioned by Government, and its introduction was ordered in certain Government and District Board schools with effect from the 1st January 1901. The "C" classes, which were intended especially to prepare boys for employment in connexion with commerce, have been dealt with under "Commerce" in paragraphs 392 and 393 above. The scheme for the bifurcation of studies in high schools.

457. The aim of the "B" classes is partly general and partly specialised. Their aim is general in so far as their inauguration represents an attempt to give a more practical turn to school education; it is specialised in so far as these classes were deliberately intended to impart a preliminary training suitable for a specific profession and because as such they were brought into direct relation with the scheme of engineering training which had grown up round the Civil Engineering College, Sibpur. The curriculum includes elementary engineering and manual training in a workshop, and students who have passed the examination, which terminates the course, may be admitted to the second year of the Apprentice Department course. The aim of the "B" classes.

458. As far as this Province is concerned the "B" class experiment has hitherto proved a failure. The Government order which sanctioned the "bifurcation" scheme directed that "B" classes should be started at Ranchi, Patna and Midnapore, and consequently at the beginning of 1901 classes were opened at the Ranchi *Zilla* School, the Patna Collegiate School, and the Technical School, Midnapore. The class opened at the Ranchi *Zilla* School has since been transferred to the Ranchi Industrial School. The arrangement when "B" classes are held at a technical or industrial school is that the technical subjects are taught at the technical or industrial school, and the ordinary school subjects, or, as they are sometimes called, the literary subjects, are taught at a neighbouring high school. Similarly when "B" classes are held at a high school, the technical instruction required is ordinarily imparted at a neighbouring technical or industrial school. Thus the "B" class students at Ranchi have always received their technical instruction at the Industrial School and their literary instruction at the *zilla* school. The "B" class students at Patna receive their technical instruction at the Bihar School of Engineering, and those at Midnapore receive their literary instruction at the Midnapore Collegiate School. For the first "B" final examination which was held in 1903, 21 students were The working of the "B" classes.

presented from the three classes mentioned above. The number of students presented from these classes in 1901 was 20, in 1904 it was 17, in 1906, 8, and in 1907, 6. Of the 6 candidates presented in 1907 one came from Patna and five from Ranchi. Of the 72 candidates who have appeared at the final examination since the system was inaugurated, 26, or 36·1 *per cent.*, have qualified. The Ranchi class has succeeded in passing 18 out of 34 candidates, but the Midnapore Technical School has only passed 3 out of 17 and the Patna Collegiate School 5 out of 21. Mr. Walford, Head Master of the Bihar School of Engineering reports that the only students who join the "B" classes at Patna are those who are unable to pass the annual examination of the third class of the Collegiate School and thus fail to get promotion to the second class, and Mr. Heaton reported in 1906 that it was from students of this class that the "B" classes were frequently recruited. During the quinquennium "B" classes were opened at the Bhagalpur *Zilla* School. This was in 1906. Up to the present these classes have been well attended, and on the 31st March 1907 there were 22 students in them. "B" classes will shortly be opened at Khulna, while the opening of such classes in Cuttack is now under consideration.

Reasons for the ill-success of the "B" classes.

459. Various explanations have been put forward to account for the ill-success of these classes. It has been pointed out that no special arrangements were made to foster their development, and it has been suggested that more progress would have been made had inspecting officers made a point of impressing upon teachers and parents the advantages which the classes offer. The real explanation is probably not far to seek. As explained in the chapter on secondary education, the University matriculation examination has hitherto dominated completely the curriculum of secondary schools. Government service is and has been for years practically the one goal to which the ambitions of parents have been directed, and a University certificate is the necessary passport to the great majority of Government departments. This being so, it is scarcely a matter for wonder if few parents are willing to abandon their cherished ambitions for a boy who has just got through the third class of a high school by allowing him to give up all hopes of an University career and join a class designed to give him "a taste for an industrial career." It is true that the "B" course leads on to the overseer course and so possibly to the Public Works Department or to an appointment under a District Board or a Municipality, but then if a boy passes the entrance examination the overseer classes are still open to him.

460. It has now been arranged that the Principal of the Civil Engineering College should inspect all "B" classes, and Divisional Inspectors have been requested to do all that they can to encourage and foster their development. Something may in this way be done to improve the conditions under which "B" course instruction is imparted and to increase the attendance in the classes. But the ultimate success of any attempt to make school education an adequate preparation for the various activities, which should find a place in the life of a vigorous community, must depend on the extent to which the classes of Indian society who use secondary schools are prepared to encourage their sons to take up work other than Government service or clerical employment.

The overseer and sub-overseer examinations.

Proposed technical examination board for Bengal and Eastern Bengal and Assam.

461. The system of training engineering students up to the overseer standard has been described above, and the attempt to connect a course of technical instruction at secondary schools with this system has also been explained. It remains to say something about the present arrangements for the examination of these students and to state briefly the proposals in this matter which have recently been put forward. The whole system centres round the Apprentice Department of the Sibpur College. The overseer and sub-overseer examinations for the students of this department are conducted by the staff of the Civil Engineering College, Sibpur, and until the year 1902 all institutions in Bengal, as it was then constituted, which trained students to either the overseer or sub-overseer standard or both, took the Sibpur examinations. As stated in paragraph 438 above, in November 1902 Government issued an order allowing the Bihar School of Engineering to conduct its own examinations independently of the Sibpur College. The successful students of this school have since

received certificates signed by the Principal of the Patna College, under whose control the school of engineering is, and countersigned by the Director of Public Instruction. On the other hand the successful students of the Apprentice Department, Sibpur, as also of all the other overseer classes both in this Province and in Eastern Bengal and Assam, which still take the Sibpur examinations, receive certificates signed by the Principal of the Civil Engineering College only. Thus overseer and sub-overseer certificates are at present awarded as the result of two different sets of examinations controlled by two practically independent bodies, namely, the Civil Engineering College, Sibpur, and the Bihar School of Engineering. The final "B" class examination is nominally controlled by a board constituted by Government in 1901, but the functions of this board have never been more than nominal, and the examination has, as a fact, always been conducted by examiners appointed by the Director of Public Instruction direct. It is obviously desirable that the overseer and sub-overseer certificates should represent throughout the two Provinces of Bengal and Eastern Bengal and Assam similar qualifications, and this result will not be attained unless the examinations are controlled by a single authority. It has also been felt that technical education has outgrown the present system of examinations which was organised to meet simpler requirements. It has accordingly been proposed that a joint examination board should be constituted for the Provinces of Bengal and Eastern Bengal and Assam, its functions being to control the overseer and sub-overseer and the "B" class final examinations and to advise the Governments of the two Provinces as to the syllabuses of instruction followed in these classes. It is proposed that the Board should consist of representatives of the Public Works Departments of both Provinces, of representatives of the Boards of Visitors of the Civil Engineering College, Sibpur, and of the Engineering Schools of Bihar and Dacca, and of the Principal of the Sibpur College, who will be *ex-officio* Secretary.*

The training of engineering draftsmen.

462. In paragraph 140 of the Report on Public Instruction in Bengal for 1905-06 reference was made to the need which had arisen for classes for the training of engineering draftsmen, and it was stated that steps had been taken with the help of representatives of leading Railway Companies and engineering firms to establish such a class, which, it was hoped, would be started during 1906. Owing to various difficulties it has not as yet been found possible to open these classes.

Sanitary engineering.

463. The only provision which is made for instruction in sanitary engineering is the arrangement by which three students of the Civil Engineering College who have passed the B. E. examination may be attached annually to the Sanitary Engineer for a year's training. Two students were sent to this officer for training in 1906.

Students from the Sibpur College trained under the Sanitary Engineer.

Mining.

Schemes for special instruction inaugurated during the quinquennium.

464. In paragraph 792 of the Fourth Quinquennial Review the lack of facilities for special instruction in mining was commented upon and contrasted with the rapidly increasing importance of the industry. During the quinquennium under review two schemes for imparting this special instruction have been inaugurated in this Province. The form which these schemes have taken are (1) a mining class at the Civil Engineering College and (2) a system of instruction by means of lectures, etc., delivered in the mining districts. Two specially qualified officers arrived from England in 1905, one to be Professor of Mining at the Civil Engineering College, the other to be Mining Instructor in the mining districts.

The mining class at the Civil Engineering College.

465. The course taken by the mining class of the Civil Engineering College is a modification of the ordinary curriculum of the Apprentice Department. A student of this department who has passed the sub-overseer

The course.

* These proposals have been sanctioned.

examination and wishes to specialise in mining may join the class, in which case he is put through a specialised course of two years, at the end of which an examination on the principles of mining will be held. On the results of this examination diplomas will be awarded. The special subjects of the mining course are as follows:—First year course, (1) geology applied to mining, (2) mining-engineering, (3) coal-mining, (4) metal-mining; second year course (1) descriptive mineralogy, (2) mining-engineering, (3) coal-mining, (4) metal-mining. These subjects are all studied at Sibpur. The students also spend each year about six weeks under canvas in a mining district practising mine surveying and receiving practical training in mining.

The mining diploma and mining certificates of competency.

466. Under the rules for mining certificates which have been published by the Government of India under section 20 of the Indian Mines Act of 1901 provision is made for the award of certificates of competency of two grades—first class and second class. A candidate for a first class certificate must be at least 23 years of age and have had 5 years' practical experience in a coal mine, and no one may compete for a second class certificate who has not had 3 years' practical experience and is over 21. The possession of the Sibpur mining diploma may with the permission of the Board of Examiners exempt the holder in the case of both the first class and the second class certificate from two years of the period of practical experience demanded.

The working of the classes during 1906-07.

467. There was considerable delay in settling the details of the mining course owing to the fact that the proposals originally submitted to the Government of India were subsequently found to be unsuitable and revised proposals had to be made. This delay has hampered the development of the class considerably. After the sub-overseer examination, which was held in February 1906, a mining class was got together and 29 apprentices joined it. Hearing, however, that the course was not settled 24 of these students left the mining class and reverted to the ordinary overseer course. The five who remained in the class all passed the examination at the end of the first year of the course and they are now going through the course of the second year. Four apprentices who had passed the overseer examination were allowed as a special concession to take all the special subjects required by the mining course in one year (1906-07). They all passed the examination held at the end of the 1906-07 session and have since obtained good appointments. After the sub-overseer examination in 1907 ten students joined the class.

The mining camp.

468. During November and December 1906 the class was in camp at Jherria with Mr. Roberton, the Professor of Mining. Mr. Heaton reports that the class was welcomed by the local mine managers, who allowed the students every facility for acquiring practical experience, even allowing them to survey mines which were in active use.

The students' mining society.

469. The students of the mining class have formed a society for the purpose of reading and discussing papers on mining subjects and of adding generally to their stock of mining knowledge. The society publishes a journal.

Mr. Roberton's views as to the future development of the mining class.

470. Mr. Roberton has recorded a note on the future development of the mining class, of which the following is an extract:—

"I consider it highly desirable to develop the practical side of the mining department, but have till now put forward no definite scheme, as I wished to study the lines of work which are most suited to the conditions of the country. With regard to the mining laboratory, this can be gradually built up, and perhaps might be allowed to hang fire a little, until after the removal of the college. I have, however, this year indented for the nucleus of this laboratory, a fine-grinding machine for the purpose of experimenting with Indian coal and attempting to separate on a commercial scale the ashy from the clean coal. It is proposed to add an experimental coal washing plant later on. With regard to practical work I have noticed that in applications for mining assistants a knowledge of boring is looked upon as a *desideratum*. It would therefore be desirable to turn the mining students on to this work. . . . . I propose to make practical boring part of the regular work of the students."

Mining instruction in the mining districts.

Mr. Griffiths' work.

471. Mr. Griffiths, Mining Instructor, Bengal, began his work in May 1906 by a series of 13 preliminary lectures which were delivered at Jherria and Sijua. These lectures were well attended. In November 1906 a regular course of instruction was started at Jherria, Loyabad, Charanpore and Sanctoria. One lecture a week was given at each of these centres, and more than 20 lectures

were delivered at each centre. The course of instruction was approved by the Mining Advisory Board, which was constituted by Government in 1904 to advise on questions connected with the practical teaching of mining in the districts. The attendance at the lectures was very satisfactory, and at their annual meeting held in May 1907 the members of the Mining Advisory Board expressed themselves as well pleased with the progress which had been made. Examinations will be held at the four lecturing centres mentioned above, and on the results of these examinations certificates will be issued under the signature of the President of the Mining Advisory Board. Local committees have been formed to make arrangements for lectures and examinations and to encourage attendance at the lectures. These committees have been of great assistance to Mr. Griffiths.

The training of motor driver mechanics.

472. In paragraph 141 of the Report on Public Instruction in Bengal for 1905-06 allusion is made to the proposed establishment at the Sibpur Engineering College of a class for the training of motor driver mechanics. Since the close of the period under review this class has been started. The course of instruction comprises (*a*) keeping a car in order and carrying out ordinary running repairs and (*b*) driving.

Class started at Sibpur.

Industry.

The scope of industrial education.

473. The authority of the late Viceroy has already been quoted for the view that many persons use the phrase "technical education" without having any clear idea of what it signifies. In connexion with the phrase "industrial education" the confusion is even greater. Sometimes the latter phrase is coupled with the former in such a way as to suggest that technical education and industrial education are synonymous; at other times statements are made, such as that technical and industrial education are *a special subject*. Then again the phrase "technical education" is sometimes so connected with the phrase "industrial education" that the former appears to be intended to cover the latter.

The confusion resulting from the terms not being fixed.

474. An industry cannot exist, unless there are available for it an adequate number of workmen or artisans with at least a sufficient degree of efficiency. One of the methods by which an industry may be improved is by teaching the artisans to do their work more efficiently, and the training of artisans to that degree of manual dexterity which the successful conduct of the industries of a country demand is the function of industrial education. It differs from technical education in that it does not aim ordinarily at imparting more than that proficiency in a handicraft which comes from practice, whereas technical education aims at imparting that knowledge of a handicraft which is based on an acquaintance with the principles which underlie it. This distinction is obviously the basis of our present system of nomenclature. There are schools in the Province which are called both technical and industrial, *i.e.* technical in so far as they impart a course of instruction similar to that of the Apprentice Department of the Sibpur College and industrial in so far as they attempt in their workshops to train artisans to do certain manual work with dexterity. The handicrafts with which these two classes of students are concerned are often to a considerable extent identical. In the case of several schools, for example, the students of the overseer classes and the artisans both learn carpentry and blacksmith's work, but whereas the training of the latter aims mainly, if not entirely, at mere manual dexterity, the instruction of the former is directed beyond mere manual dexterity to the principles which underlie the arts of wood and iron work.

The province of industrial as distinct from technical training.

475. The problem then of industrial education is the problem of training the artisans who are engaged in existing industries to that standard of efficiency which each requires, if it is to hold its own in the market, and of preparing artisans for any new industry which it may be found desirable to create. As the conditions of an industry become more scientific and a higher degree of

Industrial education is not purely empirical.

intelligence is required in each individual worker, so is the distinction above drawn likely to become blurred, because merely empirical methods may then fail to produce the degree of dexterity which is required. Moreover, it is not maintained that from the training of the Indian artisan, even under present conditions, the study of the principles which underlie processes should be altogether excluded. The Government of India protested against this exclusion in their letter which dealt with the recommendations of the Industrial Education Committee, but under existing conditions this aspect of industrial education is not sufficiently prominent to obscure the distinction between the training required by the ordinary worker or artisan and the person whose function it is to direct or develop an industry, or even to supervise it.

The technological aspect of industrial education cannot be ignored.

476. But the success of an industry depends largely on whether the methods and processes employed are the best possible from the point of view of expeditious and effective production, and the best methods and processes can only be ascertained by scientific observation and experiment. It follows therefore that in discussing the training of artisans two questions arise—(*a*) how they are to be taught and (*b*) what they are to be taught. The latter aspect of the question is really a matter for the technologist, but it cannot be ignored in a discussion of this kind. Consequently the scope of the subject must be enlarged to include this technological aspect of the industrial problem, and for the purposes of the remarks which follow industrial education may be taken to include (*a*) the training of artisans who are either engaged in industries which exist or may be required for such industries as it may be decided to attempt to create, and (*b*) the scientific investigation of the principles of any particular industry with the object of ascertaining the methods and processes according to which it can best be conducted.

The Simla Conference and the Industrial Education Committee.

Criticism of industrial schools

477. The Simla Conference of 1901 recorded a criticism of the working of industrial schools and made certain suggestions with regard to them. The criticism was to the effect that industrial schools had been wanting in definiteness both of methods and objects, that there had been no clear distinction between general and technical studies, that they had depended for initiation and support upon the volition of local bodies rather than upon any sustained policy of Local Governments, that they had been insufficiently co-ordinated with local industries or trades, and that the impression produced by them either upon industrial development or upon industrial education had been relatively small.

The Industrial Education Committee.

478. The views of the Simla Conference were forwarded to the Government of Bengal in November 1901 along with a report on practical and technical education which had been drawn up by Sir Edward Buck in 1900-01, and the Government of India in forwarding these papers announced their intention of appointing a small committee to consult with Local Governments and assist them in working out practicable schemes for industrial education. They asked that a scheme might be prepared so as to be ready when the Committee visited Bengal. This unfortunately could not be done, because the letter of the Government of India only reached the Director of Public Instruction a few days before the Committee sat in Calcutta. However, the Committee took evidence in Calcutta, and a scheme was subsequently prepared by Sir Alexander Pedler and submitted to the Committee and to Government. The Industrial Education Committee submitted their report to the Government of India in February 1902.

The Serampore weaving scheme.

The rejection of the proposals of the Industrial Education Committee.

479. Very little resulted from the work of the Industrial Education Committee. They submitted no practical proposals for carrying out the principles accepted at the Simla Conference, but put forward in outline a new system resting on an entirely different basis. In brief their proposals contemplated the abolition of industrial schools and the substitution of a system of workshops registered for the training of apprentices under Government supervision, the ultimate object being that eventually the craftsmen should be gathered together under one roof or in one group of adjoining workshops,

thus forming a series of institutions on the model of the Casanova Boy Artisan School at Naples. The Government of India were unable to accept the proposals of the Committee as sound or to regard their wholesale condemnation of the industrial school system as justified by the evidence which had been put before them.

The scheme for industrial schools sketched by the Government of India.

480. In communicating their views, the Government of India made certain proposals with reference to the lines on which a practical beginning might be made in the extension and improvement of industrial education. They pointed out that two important objects to be aimed at were (1) to keep up and develop a boy's inherited manual skill, and (2) to give him a general education which would enlarge his prospects as a craftsman, while preventing him from falling into a clerical groove; they suggested that these objects might be attained by starting in selected places half-time industrial primary schools, the course of studies in which should be designed with special reference to teaching accuracy of workmanship and to familiarising the pupils with the best designs and processes as applied to their hereditary trade. Geometrical drawing and designing should, they proposed, form a large part of the course, the general education given being determined with reference to the trade. According to this system the boys would spend half the day at the primary school and the other half in working as registered and supervised apprentices under approved artisans who would receive a monetary reward for each apprentice on the conditions (1) that they taught them the trade thoroughly and not merely the elementary processes, (2) that they accepted supervision and control by a Government expert.

Conditions essential for the success of industrial schools.

481. In putting forward these proposals the Government of India emphasised certain conditions which in any attempt to carry them out into practice it would in their opinion be necessary to enforce strictly. The first was that admission should be strictly limited to pupils whose caste occupation was the industry which the school was intended to develop. The second was that the education given in the primary school should be so ordered, as not to fit the pupil for clerical employment; that no English should be taught, and that the reading should be limited to the vernacular. The third was that scholarships should be provided for all pupils, at any rate for some time to come. The Government of India added that if any progress was to be made an inspector would be required who knew more than the teachers whose work he was to inspect, including the teachers in the workshop. They admitted the difficulty which the appointment of such an inspector entailed, and asked whether it might not be advisable to confine the experiment to start with to a single industry; in which case they suggested that the preference should be given to weaving. They stated that as a general rule industrial schools of the type contemplated should be established, maintained and controlled by Government direct, but desired that grants-in-aid should still be made for efficient industrial instruction in schools under private management. They also suggested that existing industrial schools should be examined and directed, where necessary, to sounder methods.

Industrial schools to be under Government management.

The development of the weaving industry decided upon.

482. On receipt of these proposals the Government of Bengal called upon the Director of Public Instruction for definite recommendations, and in compliance with this direction Sir Alexander Pedler submitted a scheme, the main feature of which was the development of the silk-weaving industry in connexion with the sericultural school at Rampur-Boalia, which was to be the centre of the proposed organisation. This scheme was considered by a committee consisting of representatives of the Bengal and the Bengal National Chambers of Commerce and the Indian Industrial Association, and Government officials, and it was decided that the development proposed by Sir Alexander Pedler should be extended so as to include not only silk-weaving but also cotton and wool-weaving. Serampore was selected as the centre of the proposed work, because there was at that place and in its neighbourhood an intelligent artisan population which had already adopted certain important weaving improvements. The loom and apparatus, however, which are used at Serampore were introduced in Europe 150 years ago; and the latest English hand-loom is four or five times as effective as the loom now used at Serampore.

Reasons for selecting Serampore as a centre.

The Serampore scheme.

483. In paragraph 148 of the report on public instruction in Bengal for 1905-06 it was stated that the Government of India had sanctioned the opening of a weaving school at Serampore, and the object of the scheme was briefly explained. More in detail the scheme is as follows:—A weaving school is to be established at Serampore at which two different classes of students will be instructed. The first class will consist of young men who have had some technical training, and who will be put through a two years' course of instruction conducted through the medium of English, the idea being that these men will be useful hereafter either as instructors at Serampore or at the outlying centres of instruction or as managers of manufacturing concerns. The second class of students will consist of weavers from Serampore and its neighbourhood, who will be put through a less advanced course of training lasting for about 6 months and conducted through the medium of the vernacular. The Serampore School will not only give instruction; it will also be the centre from which the instruction which will also be given at outlying stations will be controlled. Such centres of instruction already exist and they will be added to. It is not proposed to attempt at these outlying stations a course of training so advanced as that which is contemplated for the Serampore School, but arrangements will be made for drafting a few selected weavers, who have undergone some instruction at these centres, to undergo the more advanced training available at Serampore. In the course of training for the weavers at Serampore instruction in drawing and design will be included, while the weavers under training in outlying centres will receive instruction in those subjects either in the local *zilla* school or in classes which will be specially arranged for them. All weavers under training, who are not too old, will be required to attend the primary classes of some local school. All students at the Serampore School will receive scholarships, and arrangements will be made under the Co-operative Credit Societies Act for making advances to weavers who have been through the training to enable them to purchase the apparatus which they will require, if they are to make use of the knowledge which they have acquired. The schools both at Serampore and at the outlying centres are to be confined to pupils whose caste occupation is weaving, but Christians and other sections of the population, who do not recognise caste, will be admitted, if they can satisfy the authorities that they are likely to support themselves subsequently by weaving. The school is to be in charge of a principal and a head master who are to be recruited in England. Every preparation has been made for the opening of the school, but nothing can be done until the officers expected arrive.

Industrial schools and classes.

Artisan classes at the Sibpur College.

484. Artisans are received at the Civil Engineering College, Sibpur, and trained in the following handicrafts:—Carpentry, smithery, fitting, turning, iron-foundry, brass-foundry, pattern-making, tool-making and plating. The artisans under training receive stipends which vary from Re. 1 to Rs. 3 a month according to their skill, and when an artisan can do paying work half the value of his earnings is placed to his credit in the college books and paid to him when he has completed a satisfactory course of training in the particular branch at which he is working. There has been a considerable decrease in the number of artisans attending the Sibpur College during the quinquennium under review. On the 31st March 1902 there were 35 artisans under training, and on the 31st March 1904 there were 42, but on the same date of this year (1907) the number had sunk to 15 only. Mr. Heaton remarks that the absence of barrack accommodation prevents the college workshops from being used by stipend holders from the *mufassal*, and that the distance of the college from Calcutta makes it inaccessible for residents around Calcutta.

Other industrial classes at technical schools and the Ranchi Industrial School.

485. The technical schools at Burdwan and Midnapore have artisan classes. The former institution gives a training in carpentry and blacksmiths' work; the latter in carpentry only. The Ranchi Industrial School trains artisans in a variety of handicrafts, among which may be mentioned blacksmiths' work, carpentry, cane-work and carriage painting. About 70 artisans

were attending the school at the end of 1906-07. There are industrial classes at the reformatories at Calcutta and Hazaribagh, full information about which will be found in the annual reports of those institutions.

Private industrial schools.

486. The information available about private industrial schools is very meagre, nor does the work accomplished by the institutions which do exist appear to be sufficiently important to merit a lengthy description. In view, however, of future developments it is desirable to give some account of what schools there are and what work they are attempting.

The Chota Nagpur Division.

487. The only Division of the Province in which there appears to have been any advance during the quinquennium under review is the Chota Nagpur Division. There are now in that Division, besides the Ranchi Industrial School, 29 private institutions, and on the 31st March 1907, 465 students were borne on the rolls of industrial schools. This represents an increase during the quinquennium of 300 *per cent.* in institutions and 145 *per cent.* in pupils. In this connexion the Inspector of Schools, Mr. Stark, observes as follows:—

"The Division is fortunate in possessing several industrial centres, whose presence has called into existence artisans and operatives. Some attempt has been made to supplement native talent by technical training and there are schools in which pottery, lace-making, carpentry, blacksmithery, sculpturing, carriage building, weaving and the like occupations are taught. However, only a beginning has been made and much remains to be done, for there is practically an unlimited field for skilled handicraftsmen."

Mr. Radice's work.

488. This increase is mainly due to the exertions of Mr. Radice, Deputy Commissioner of Hazaribagh, in which district the number of industrial schools has increased in two years from 3 to 18, but missionary societies in Singhbhum have also made technical schools a feature of their educational work. In Hazaribagh blacksmithery is the most usual subject taught, while in Singhbhum carpentry is in demand. In all the industrial schools in this Division reading, writing, plan and sectional drawing and bazar arithmetic are taught.

Calcutta.

489. In Calcutta there are 5 industrial schools receiving aid from Government; of these the school of the *Mohila Silpa Samiti* is for women only and will be dealt with in the chapter which deals with the education of Indian girls. Of the others the most important is the Oxford Mission Industrial school at Ballygunge, which teaches carpentry and viceman's work and had 69 pupils on its rolls on the 31st March 1907. This school admits Christians only. There are two schools for Muhammadans only—the Muhammadan orphanage and the Kareya Industrial School, of which the former teaches printers' work, embroidery and tailoring, the latter tailoring and watch-repairing. The remaining institution is the Calcutta Orphanage, at which on the 31st March 1907, 17 Hindus were being taught, some carpentry and others tailoring. All these schools provide instruction in the "three R's."

The Presidency Division outside Calcutta.

490. In the Presidency Division outside Calcutta 3 industrial schools are returned, as well as an institution at Baranagar, which is intended for the training of Hindu widows and which is mentioned elsewhere. One of these is at Kaorapakur and teaches carpentry; the other two are at Khulna and Sargachi near Murshidabad; the former teaches carpentry, the latter carpentry and weaving. All three institutions teach the "three R's." The Church Missionary Society have a middle English school at Hât Chapra near Krishnagar in which the Slojd system of manual training is taught, and attached to the school are workshops in which boys are trained with a special view to employment in the workshops of the Eastern Bengal State Railway at Kanchrapara.

The Burdwan Division.

491. In the Burdwan Division, in addition to what is attempted at the technical schools at Burdwan and Midnapore, some instruction in carpentry is given at the industrial school which is attached to the Wesleyan Mission Boys' School at Kharsuli near Raniganj. The Wesleyan Mission school at Bankura has also workshops in which Christian boys are trained in carpentry, cane-weaving, shoe-making and hand-loom-weaving. The only other school in the Division is the seri-agricultural school at Sabang. There were 5 students on the rolls of this school on the 31st March 1907.

The Patna Division.

492. Five industrial schools were started in the Patna Division in 1904-05. Three of these are in Saran and teach basket work to the Maghia Domes. Of the others one is attached to the railway workshops at Samastipur and teaches carpentry, blacksmiths' work; the fifth is at Gaya and teaches carpentry. The schools in Saran and at Samastipur teach the "three R's."

Orissa, the Tributary States and the Bhagalpur Division.

493. The only industrial schools in Orissa are three institutions in the Balasore district which teach carpentry, blacksmiths' work and weaving. An industrial school was opened in the Mayurbhanj State in 1906-07, but it was closed during the year. There are no industrial schools in the Bhagalpur Division, except the lace school at Kalimpong, an account of which is given in the chapter which deals with the education of Indian girls.

Technological classes at the Civil Engineering College, Sibpur.

Details of the proposals submitted to Government.

494. In paragraph 142 of last year's annual report on public instruction it was stated that a scheme was under consideration for the establishment of classes for imparting instruction in industrial chemistry at the Sibpur College. This scheme has now been worked out and submitted to Government. According to the proposals classes are to be started to impart instruction in (*a*) technological chemistry and (*b*) dyeing and the chemistry of dyeing, the full course of instruction covering three years and comprising the following branches of the subjects, each of which is to be dealt with not only in lectures but also practically in the laboratory:—(I) Technological chemistry, (*a*) organic chemistry (general), (*b*) applied chemistry, (*c*) heat engines, (*d*) the principles of machine design, (*e*) the drawing of buildings and machines and (*f*) manual training, carpentry and fitting; (II) Dyeing and the chemistry of dyeing, (*a*) organic chemistry (general), (*b*) the chemistry of dye-stuffs and textile materials, (*c*) the study of practical processes upon an experimental scale, (*d*) heat engines, (*e*) the principles of machine design, (*f*) the drawings of buildings and machines, and (*g*) manual training, carpentry and fitting. It is proposed that admission to the class should be by nomination by a Commissioner of a division, and that the number of nominations annually available should be about 14. It has also been suggested that stipends sufficient to cover the cost of living at the college should be provided for all the students. These classes, if sanctioned, will be opened as a tentative measure. It is anticipated that, if the Civil Engineering College is removed from its present site, it will by the time that the removal is effected be clear, whether in the event of the classes being successful enough to be continued, the proper course will be to remove them with the college or not. It is possible that the experiment will then be found capable of development in the direction of industrial or artisan classes in connexion with a central institution in or near Calcutta, or attached to special institutions at the head-quarters of particular industries.

General remarks.

The work of the quinquennium.

Engineering.

Art.

Commerce.

Agriculture.

495. Now that the tale has been rehearsed, the question which arises is, whether any real advance is apparent anywhere. The severest critic could scarcely answer this question by a direct negative. The engineering institutions have undoubtedly improved and are developing. The School of Art has been rescued from the mistakes of the past and re-organised on sounder principles. An attempt at least has been made to provide commercial instruction on sound lines, and if the community does not choose to take advantage of what is offered it will scarcely be fair to lay the failure which must inevitably follow to the charge of the Education Department or Government. The paramount importance of agriculture has been recognised in the colleges which are now in course of construction and something has been done to improve the education of the vast agricultural population and that branch of the work of secondary schools which aims at preparing a foundation on which specialised agricultural training can be imposed.

Industry.

Aims of industrial education more clearly defined.

496. As regards the problem of industrial education it cannot be said that we are in the same position now as that which we occupied before the Simla Conference. The very recommendations of the Conference and the discussion to which they gave rise have done a great deal to solidify views and to concentrate aims, and so to point the way to the adoption of sounder and

more scientific methods of dealing with the problem. The Serampore weaving scheme marks a decided advance. Setting aside, however, for a moment the Serampore weaving scheme and the scheme for technological classes at the Sibpur College no real advance is manifest. Indeed as regards existing schools the very defects to which the Simla Conference drew attention still seem to be prominent. There is still apparent that lack of definiteness both of methods and objects, that want of co-ordination with local industries or trades, and that uncertainty of initiative and support which will always prevail so long as the schools have to depend upon the volition of local bodies rather than upon any sustained policy of Government. Moreover, in the face of the great preponderance of classes teaching carpentry and smithy work it is difficult to resist the conclusion arrived at by Sir Edward Buck as regards technical and industrial schools in India, viz., that their object appears to be to teach these subjects to boys who have no intention to become carpenters or to engage in any manual occupation whatever. It is not maintained that there are no industrial schools at which sound work is being done. It must, however, be admitted that the effect of the existing schools on the industrial development of the Province is practically negligible.

Actual progress slight.

497. The reason for this want of progress is not far to seek. A system of industrial schools co-ordinated to the trades and industries of the Province can never be created except on the initiative of a department or at least an officer whose business it is to study those industries. If any real and steady progress is to be made, there must be at least one officer possessed of the required capacity who, while it will be his business to be generally acquainted with the larger industries of the Province, will be available to conduct special investigations into the conditions of any particular industry which either he or others may think it desirable to develop by some such scheme as that proposed at Serampore. Such an appointment has recently been proposed to Government, and it has been suggested that the officer to be recruited should be styled "Superintendent of Industries and Inspector of Technical and Industrial Institutions." It is recognised that industrial development, even in that aspect of it which is called industrial education, lies outside the proper scope of the Education Department, and even though it is proposed that the officer whose recruitment has been suggested should, to start with, work in connexion with the Education Department, it is not considered that this is desirable as a permanent arrangement. On the contrary it is hoped that this appointment will lead in time to the creation of a Department of Industry to the control of which all technical and industrial institutions will be transferred.

Proposed recruitment of a superintendent of industries.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

The scope of the chapter.

498. The scope of the chapter is the education of Indian girls and women in all its branches. All institutions for the instruction of Indian girls and women are taken into consideration, and all Indian females attending educational institutions not specifically designed for them are considered as being within the chapter's purview. In addition to this all recognised schemes for teaching Indians girls or women by means of agencies other than schools or colleges are dealt with.

The education of Indian girls and women in all its branches.

Girls under instruction.

499. On the 31st March 1907 there were 1,21,195 girls and women in all classes of public institutions for Indians. Of these 1,19,882 were in primary and secondary schools for Indian pupils, the balance being in normal and medical schools and other technical and professional institutions. One in every 33 girls of school-going age, or 3 *per cent.*, was under instruction in secondary and primary schools, as against 1 in every 58 girls of school-going age, or 1·7 *per cent.*, at the end of the last quinquennium. Of the 1,19,882 girls

Progress during the quinquennium.

in secondary and primary schools, 73,285 were in girls' schools and 46,597 in boys' schools. As explained in paragraph 161 of the report on public instruction in Bengal for 1905-06 each centre where *zanana* education is imparted is reckoned for the purpose of statistical returns as a primary school and the girls under instruction as students in such schools. The total number of girls in girls' schools which is returned above as 73,285 includes 191 girls who were being instructed at 12 such centres and 1,057 girls and women who were receiving instruction from 51 teachers who were engaged in *zanana* education under the scheme for instruction by house to house visitation which is described in paragraph 574 below.

Distribution according to race and creed.

500. The total 1,21,195 quoted above may be distributed as follows:—Hindus 85 *per cent.*, Muhammadans 9 *per cent.*, Indian Christians 5 *per cent.*, the balance consisting of Europeans and Eurasians, Buddhists, Parsees and others. In the present area of Bengal Hindus constitute 78 *per cent.* of the population, Muhammadans 17 *per cent.*, and other religions 5 *per cent.*

Indian girls in European schools.

501. At the end of 1906-07 there were 366 Indian girls being educated in schools for Europeans.

Girls in various stages of instruction.

Advance in numbers but no corresponding increase in the higher stages.

502. Over 99 *per cent.* of the girls returned as being under instruction in primary and secondary schools for Indian pupils at the end of the period under review were in the primary stage of instruction. The proportion of girls in the secondary stage of instruction amounted to ·43 *per cent.* One hundred and forty-three girls were returned as being in the high stage of instruction, and all these were either Christians or members of the Brahmo Samaj. At the end of 1901-02 the number of girls in the lower primary stage of instruction represented just under 98 *per cent.* of the total, and the proportion of girls in the secondary stage of instruction amounted to ·62. The number of pupils in the high stage of instruction remained unchanged during the quinquennium. There has been a considerable advance in the number of girls sent to school, but the returns do not disclose any desire on the part of parents to keep their daughters at school for longer periods. Some remarks on this aspect of the question will be found in paragraph 520 below.

Expenditure on institutions and schemes for the education of Indian women and girls.

51 *per cent.* of the cost is borne by public funds.

503. The total amount spent on schools and colleges for Indian girls and on recognised schemes for *zanana* instruction during 1906-07 was Rs. 5,46,803. Towards this amount public funds contributed Rs. 2,80,631 or 51·3 *per cent.* These totals include the expenditure incurred on account of the training of teachers, as also the expenditure incurred on account of the 2,493 boys who were being educated in schools for Indian girls, but exclude the cost of the education of those girls who were being taught in boys' schools or in other educational institutions not specifically designed for Indian females.

Collegiate education.

Special conditions of examination for female candidates.

Study in an affiliated college not essential.

504. The new regulations of the Calcutta University make special provisions for female candidates. They may be admitted to the intermediate examination in arts or science and to the B.A. examination without studying in an affiliated college. No female candidate, however, may take either the former or the latter examination until two years have elapsed from the matriculation and intermediate examinations respectively, and such a candidate cannot be examined in any science for which a practical course is prescribed by the regulations, unless she can produce a certificate from the principal of an affiliated college to the effect that she has been through a practical course in a laboratory. Nor can any female who is not sent up by an affiliated institution be admitted to any University examination, unless she can satisfy the Syndicate by the production of a certificate as to (*a*) her good conduct and (*b*) her diligent and regular study. For the matriculation and intermediate examinations a

female candidate may offer any language accepted by the Syndicate as a second language, and under the regulations arrangements are to be made to examine female candidates, if they desire it, in a separate place and under the superintendence of ladies.

The Bethune College, Calcutta.

505. The only college in Bengal for the education of Indian girls is the Bethune College, Calcutta. The other two colleges for females which are shown in the tables are the collegiate departments of La Martinière School for Girls, Calcutta, and Loreto House, Calcutta. Indian girls are admitted to the latter; the former department has been in abeyance for some years. There are said to be collegiate classes connected with some of the missionary girls' schools in Calcutta, but these classes are not affiliated to the University. As explained above a girl may be admitted to the University examinations without studying in an affiliated college. **The only affiliated institution.**

506. At the close of the period under review the staff of the Bethune College consisted of a lady principal, three professors and three lecturers. One of the latter is a woman; all the other professors and lecturers are men. During 1906-07 there were 23 students in the college, of whom 15 were Brahmos, 6 were Indian Christians, and 2 were Jewesses. The average number of students on the rolls of the college on the 31st March throughout the quinquennium was 24. **Staff and numbers.**

507. For the F.A. examination of 1907 four students were sent up; they all passed, one in the first division, and three in the second. Of the candidates presented at this examination during the quinquennium 82·8 *per cent.* have been successful, and 17 *per cent.* have obtained places in the first division. For the B.A. examination of 1907 six candidates were sent up and two passed. Thirty candidates have been presented at this examination during the quinquennium, of whom 6, or 20 *per cent.*, have been successful. **Examinations.**

508. M.A. classes in English and philosophy were opened in 1903; this was the first attempt to provide teaching up to this standard. There was one student in each class, but neither of them appeared at the M. A. examination. The class in philosophy has been re-opened this year with one student, who is expected to appear at the next M.A. examination. **M.A. classes.**

509. In 1903 a club was formed among the students of the college and the pupils of the upper forms of the collegiate school. The object of this club, which is called the Bethune College Union, is to promote the physical, intellectual and moral welfare of the students and to promote friendly association between teachers and students and the students themselves. The Lady Principal reports that this club has been much appreciated by the students and that it has been "of immense benefit to them, by bringing them into closer contact with their teachers and affording them facilities for interchanging their thoughts and ideas among themselves." Debates are held, in which the girls take part freely, many of them acquitting themselves creditably as speakers. An annual grant of Rs. 200 is provided for the purchase of newspapers and periodicals for the students. The intention is to form a students' common room, but owing to lack of accommodation it has not been possible to make a room available for this purpose. There is a hostel attached to the institution in which some college students and pupils of the collegiate school live. The present building accommodates 32 only, and the necessity for increased accommodation has become urgent, as many applications for admission have to be refused. The commission appointed by the Senate of the University to inspect colleges in Calcutta reported in 1905 that a separate hostel for Hindu girls was a great want. **The college union, the students' common room, and the hostel.**

510. The classes of the college are all carried on at present in one large hall. As regards this the commission, to which reference has just been made, observed that, though the hall was spacious and admitted plenty of light and air, and the college classes small, "the almost inevitable bafflement of the effort of concentrated attention, when five or six lectures are going on under one roof and within four walls simultaneously, must go far to defeat the ends for which the Bethune College was founded." Moreover, there is no other room in which the students can meet except the library, which during college hours is used as the professors' room. The want of a reading room for the **The defective character of the present buildings and want of space.**

students was noted by the commission. More space for games and physical exercise generally is also badly needed. The Lady Principal reports that the students who reside in the hostel are able to play badminton, but that there is no room for other games, and that no provision can be made for the students and pupils who do not reside on the premises.

Steps taken to provide more accommodation.

511. Land has already been acquired and plans and estimates, which provide for the construction not only of the buildings required by the arts college but also of the buildings required for the training college which it is proposed to establish in connexion with the Bethune College, are under the consideration of Government.

Expenditure.

512. The expenditure on the College during 1906-07 was Rs. 18,254. Of this sum Rs. 883 were derived from fees; the balance represents the cost to Government. The expenditure for 1906-07 shows an increase of Rs. 4,277 on that of the previous year. This increase is due to the recent re-organisation of the Education Services.

Female candidates at University and other examinations.

1907 and 1902.

513. Twenty-six girls appeared at the recent entrance examination and 17 passed. The Bethune Collegiate School sent up 11 candidates and passed 9. In 1902 eighteen girls appeared at the entrance examination. At the Sanskrit title examination of 1907 a Hindu lady passed the degree examination in *sankhya* (philosophy). In 1903 this same lady passed the title examination in *kalapavyakarana* (grammar).

Secondary education.

High schools.

Numbers and management.

514. On the 31st March 1907 there were 7 high schools for girls in the Province. Six hundred and eighty girls and 39 boys were being educated in these schools on that date. Only one of these institutions, viz., the Bethune Collegiate School, is managed directly by Government. There is a high school for girls in Calcutta which is controlled by a committee of the Brahmo Samaj and a high school for girls in Bankipore which is controlled by a local committee. Some account of the last-mentioned institutions is given in paragraph 516 below. The remainder are all mission schools in Calcutta. The statistics for 1905-06 show six high schools for girls only. The increase is, however, only apparent. An unaided high school for girls in Calcutta under the control of the Women's Union Mission has been included for the first time in the returns for 1906-07, though the school has been in existence for some time. Miss Brock describes the school as a flourishing institution which is averse to control or inspection by the Education Department. In the whole of the Province there are only 143 Indian girls in the high stage of instruction. It has already been explained that all these are either Brahmos or Christians.

Mission high schools.

515. The Inspectress reports that mission high schools continue to do excellent work. During the quinquennium under review the education of Indian Christian girls attracted attention owing to the reduction in the percentage of non-European children permissible in European schools, which the revised code of regulations for European Schools has introduced. As a consequence of this a scheme was sanctioned whereby special Government assistance was offered to mission high schools on condition that their teaching staffs were improved. Four schools have availed themselves of this offer.

The Brahmo Girls' High School, Calcutta.

516. The attempt which has been made recently to re-organise the Brahmo Girls' School in Calcutta is deserving of mention. For some time the school had been going down hill, but at the beginning of 1906 certain prominent members of the Brahmo Samaj in Calcutta took the matter in hand and appointed a managing committee of Bengali ladies, under whose guidance the school has been completely re-modelled. The Education Department was glad to co-operate in this work and obtained the sanction of Government to a special annual grant of Rs. 6,000 for 3 years, besides contributing a sum of Rs. 2,000 for the general equipment of the school. An English lady* has now been appointed principal, and the entire teaching staff is now female. Miss Brock has good hope of the future of the school, but she alludes to the difficulty in

* Since this was written this lady has unfortunately had to leave India for private reasons.

obtaining competent teachers which it is experiencing. The following remarks occur in her quinquennial report:—

"The Brahmo Girls' High School has this year shown a marked improvement * * * * The school has been re-organised, and a well qualified English lady has been appointed as principal. Brahmo female education has always seemed to me to be badly in need of Western help. If the difficulty of adequately staffing this school is overcome, it ought to give the Brahmo community, what is badly needed at present, a first rate high English school for girls. The present way to meet the difficulty of obtaining teachers is, I think, by the principal of the school taking up the problem of training. There is, I understand, some hope of this. If the Calcutta training college should be opened later, I think an advanced training class for Brahmos in it would meet the difficulty."

The High School for girls at Bankipore and the attempt to establish there a secondary school for Bihari girls.

517. In Bankipore there is a privately managed girls' high school which has for some years received considerable assistance from Government. The school is not worked on *purdah* lines, and it has always failed to attract Bihari girls. In 1905 the late Director reported to Government this defect in the working of the aided high school, and commented unfavourably on the institution generally. He proposed that the assistance from public funds should be withdrawn from this school and that a Government middle school for Bihari girls should be started on strictly *purdah* lines. This proposal was sanctioned by Government in 1905, but competent female teachers could not be found and the school could not be started. When the proposals for establishing a women's training college at Bankipore were under consideration, it was decided that this school should be connected with the training college as the practising school, it being necessary that it should be firmly established before the training college begins work. In spite of every effort, however, only two possible lady teachers have been discovered, one a Muhammadan and the other a Hindu, and definite proposals have been submitted to Government for the opening of a lower primary school with these two teachers. This school will form the nucleus of the future practising school.

The condition of the high school for girls continues to be unsatisfactory.

518. On further consideration it was not considered desirable to withdraw Government assistance from the aided high school at Bankipore, and the school is still in receipt of a considerable grant. In spite of this, as also of the fact that the school has recently received attention both from the Divisional Inspector and the Inspectress, its condition is still reported to be deplorable. This is mainly due to the difficulties which are being experienced in finding qualified female teachers and a qualified lady principal.

Middle schools.

Institutions and pupils.

519. The returns for 1906-07 show 21 middle English and 12 middle vernacular schools for girls with 1,982 and 717 pupils respectively on their rolls. The former total includes 206 boys, the latter 64.

Middle schools connected with training classes and ordinary middle schools.

520. As regards middle schools for girls generally the Inspectress observes that a distinction must be drawn between those middle schools for girls under mission management which serve generally as practising schools for training classes, and the ordinary schools graded up to the fifth or sixth standard which are really no more than primary schools. The schools of the former class are reported to have improved remarkably during the last three years, and to be now as a general rule well staffed, equipped and attended. As regards the latter class, it is stated that the great majority of their pupils are to be found in the infant sections of the schools and that the existence of the middle standards is in most cases intermittent. It is, moreover, pointed out that the teaching which the children receive in the lowest classes of the school is so inferior that during three or four of the most valuable years of their school life they learn little or nothing. Miss Brock is of opinion that the fact that such a large proportion of the girls who attend these schools are withdrawn so early is due more to the inadequate and inefficient staffing of the schools than to the exigencies of early marriage. She is of opinion that in large centres middle vernacular schools for girls, if they were properly staffed, would flourish.

Comparative statistics of secondary schools for girls.

A considerable increase; its significance.

521. The number of secondary schools has increased during the quinquennium under review by 21, and the number of girls under instruction in secondary schools by 1,656, or by 117·1 *per cent.* The number of

institutions now stands at 40 and the number of girls being educated therein at 3,070. In spite of this large increase the proportion which the number of girls in the secondary stage of instruction bears to the total number under instruction has not, as is shown in paragraph 502 above, been maintained during the quinquennium. The remarks of the Inspectress which have been quoted in the paragraph immediately above this throw some light on this coincidence.

Girls in secondary schools for Indians by race and creed.

55 *per cent.* Hindus; 6 *per cent.* Muhammadans.

522. To the total of 3,070 just stated must be added the 364 girls who on the 31st March 1907 were being educated in secondary schools for Indian boys. This brings the total number of girls who were being educated on that date in secondary schools for Indian pupils up to 3,434. Of this total 55·7 *per cent.* are returned as Hindus and 43·3 *per cent.* as Native Christians. The remaining 1 *per cent.* is made up by Muhammadans and others.

Indian girls in secondary schools for Europeans.

523. On the 31st March 1907 there were 297 Indian girls in secondary schools for Europeans. This figure excludes 29 Parsis, who are really outside the Provincial system for the education of Indians.

Expenditure.

The cost of secondary schools and their connected training classes.

524. All the more important secondary schools have training classes, and though an attempt has been made to estimate the expenditure incurred on account of those classes as apart from the expenditure on the schools, the separation is arbitrary, and a more accurate impression is likely to be conveyed if the training work attempted is regarded as part of the work of these schools and the expenditure incurred both on account of the school and the training class is returned as the cost of each institution. The cost then of secondary schools with the connected training classes amounted during 1906-07 to Rs. 2,05,834. Of this sum 41·7 *per cent.* was contributed by Provincial revenues and 16 *per cent.* came from fees. The balance was realised from other private sources, *i.e.* subscriptions, contributions from missionary societies and private persons, etc. During the quinquennium the expenditure has increased by nearly three quarters of a *lakh*. The contribution from public revenues has risen by 99 *per cent.*

The cost of educating a girl in a secondary school for girls.

The cost compared with the fee receipt.

525. The cost of educating a pupil in a secondary school for girls is considerably greater than that of educating a pupil in a secondary school for boys. The annual cost of the former during 1906-07 was Rs. 51·3, while that of the latter was for the same period Rs. 17·7. The amount realised from the fees of pupils in secondary schools for girls amounted during the same year to an average of Rs. 8·8 per head.

The improvement of secondary education for girls.

The suggestions of the Government of India and their applicability to girls' schools.

526. Reference has already been made to the fact that the Government of India have recently directed the attention of Local Governments to the question of secondary education, putting forward at the same time certain definite lines of improvement. The suggestions of the Government of India, so far as they concern the maintenance by Government in each district of an efficient high school, are not under present conditions applicable to the problem of the secondary education of girls, because the establishment of more Government high schools for girls would be premature. The Inspectress, however, urges strongly the desirability of extending to secondary schools for girls the policy of consideration which the Government of India advocate for aided secondary schools for boys. In her opinion there are sufficient high schools already in existence, but they require improving, especially in the matter of staff and equipment; whereas with regard to middle schools she thinks that many of the more efficient might with adequate assistance develop into really important institutions.

Primary education.

Primary schools for girls and their pupils.

Increase during the quinquennium.

527. Over 96 *per cent.* of the Indian girls under instruction are being educated in primary schools. At the end of the quinquennium 70,215 girls were being educated in 3,218 primary schools for girls in addition to 46,233 girls who were being educated in primary school for boys. The number of primary schools for girls has increased during the quinquennium by 1,788, and the number of girls under instruction in these schools has risen by 99·1 *per cent.*

Preponderance of lower primary schools.

528. Only 14·4 *per cent.* of the girls under instruction in primary schools for girls on the 31st March 1907 were in upper primary schools, and on that date there were only 209 upper primary schools, as against 3,009 lower primary schools.

Boys in primary schools for girls.

529. On the 31st March 1907 there were 2,173 boys in primary schools for girls; of these 325 were in upper primary, and 1,848 in lower primary, schools.

Schools according to management.

530. Of the 3,218 primary schools for Indian girls mentioned above 18 only are under public management. Of these 7 are under the direct management of Government, 10 are under the management of Native States, and 1 is under Board management. On the 31st March 1907, 692 girls were being educated in these publicly-managed schools. All the schools under the direct management of Government came into existence during the quinquennium under review.

Indian girls in primary schools for Europeans.

531. The returns for European schools show 40 Indian girls as being under instruction in primary schools for Europeans on the 31st March 1907.

Expenditure.

Sources of support.

532. The total expenditure on primary schools for girls during 1906-07 is returned as Rs. 3,00,837. Fifty-six *per cent.* of the total expenditure was met from public sources, 5 *per cent.* from fees, and the balance from other private sources. The proportion of the total expenditure borne by contributions from the two last-named sources has decreased during the quinquennium by 21·2 *per cent.*, while the proportion borne by public funds has increased during the same period by 23·2 *per cent.*

The cost of educating a girl in a primary school for girls.

The cost compared with the fee receipts.

533. As in the case of secondary schools, the average cost of educating a pupil in a primary girls' school is considerably greater than that of educating a pupil in a primary boys' school. During 1906-07 the average cost of the former amounted to Rs. 4·1, while that of the latter amounted to Rs. 2·7 only. The fees realised from the pupils of primary schools for girls amounted during the same year to 3 annas per head only.

Model primary schools.

The recommendations of the Simla Conference.

534. The Simla Conference commented upon the little progress which female education had made, and recorded various suggestions for its improvement. Among these suggestions was the proposal that, where desirable, Government should establish in important centres model primary girls' schools of its own. This proposal was supported by the Government of India and commended to Local Governments. As a result 49 "model primary schools" were opened in 1902, this number being increased in 1904 by 37 additional "model primary schools" which were opened in that year. After the partition this Province was left with 57 of these schools.

The cost of a model primary school and the calculations on which it was based.

535. The annual cost of a model primary school was to be Rs. 220 The curriculum for the school was not to go beyond the lower primary standard, for another of the recommendations of the Simla Conference was to the effect that the education of girls in primary schools should be confined to such subjects, in addition to the "three R's," as they could not learn at home, and as would be useful to them in their home life. Some, however, of the schools are now graded up to the upper primary standard. The cost quoted above was estimated

on the assumption that one teacher, who should preferably be a woman, would be sufficient, and that such a teacher would require a salary of about Rs. 6 a month and a capitation grant which should vary from about Rs. 6 to Rs. 9; that there should be a female servant for escort purposes for whose wages Rs. 3 a month would be required; and that the balance of the monthly allotment might be spent on small rewards to the pupils attending the school. It was originally proposed that in the case of each model primary school established an initial expenditure of Rs. 600 should be incurred by Government on providing a building and the necessary furniture, but that the building should subsequently be kept in repair by the villagers or from some local fund. The late Sir John Woodburn was not in favour of this initial expenditure, for in his opinion experience had shown that sufficiently suitable buildings were readily lent for school purposes. The scheme was therefore sanctioned by Government on the understanding that the public should provide the necessary buildings and undertake to keep them in repair. For the purposes of statistics these model primary schools are not regarded as Government but as aided schools.

The working of model primary schools.

The inadequacy of the staff.

536. The verdict which must undoubtedly be passed on the working of this experiment is that as models of what primary schools should be these institutions have not yet by any means been successful. They are understaffed, and the pay offered—it was, as a fact, limited to Rs. 13 a month from all sources—far from attracting a competent female teacher, as was intended, seldom does more than attract a *pandit* who is no better qualified than an ordinary lower primary village *guru*. Such a man is incapable of teaching some of the subjects which are included in the curriculum. Miss Brock reports that though a certain proportion of these schools are better than the ordinary run of primary schools, the amount sanctioned for their upkeep is not sufficient to staff them adequately. In her opinion these schools, if graded as lower primary, should not have less than two teachers; if graded as upper primary, not less than three. Moreover, in addition to the defects in the matter of staff the housing and equipment of these schools is in many cases such as to make the title of "model" very much out of place. Apparently, if suitable buildings are to be provided, they will have to be erected at the cost of public funds. The question of placing these schools on an efficient basis is now under the consideration of the Department.

The buildings and equipment are often deplorable.

Future of these schools.

Courses of study and examinations for girls' schools.

The Calcutta standards.

537. The history of the curriculum of girls' schools will be more easily intelligible, if the courses of studies both for the primary and for the secondary stages of instruction are treated together. Previous to the year 1904 girls' schools outside Calcutta and its immediate neighbourhood either worked according to the syllabus of studies prescribed for boys schools' slightly modified,—the modifications in both the primary and the secondary stages are described by Mr. Nathan in paragraphs 914 and 920 respectively of his review—or they adopted the course of studies prescribed for girls' schools and *zananas* in and about Calcutta and sent up candidates for examinations held under this syllabus instead of the ordinary public examinations held during the school course (the lower primary, the upper primary, the middle English and middle vernacular examinations) the abolition of which is described in paragraph 224 of this report. The course of studies for girls' schools and *zananas* in and about Calcutta as revised in the year 1899 was briefly as follows:—The course extended over 8 standards, standards I to IV were reckoned as lower primary, standards V and VI as upper primary, standard VII as middle and standard VIII as high. Standard I was divided into two sections—*a* and *b*. In standard I*a* reading, writing and arithmetic only were taught. Needlework was begun in standard II and continued through the course, but it was throughout an optional subject. Grammar was begun in standard III, geography and domestic economy in standard IV and history in standard VI. English was studied as an optional subject from standard III onwards, but subsequent to 1903 the study of this subject was postponed until standard V. Public examinations which were conducted in Calcutta under the charge of the Inspectress were held at the end of each year in the course prescribed for each of the standards from IV to VIII. A girl who passed the examination at the end of standard VII by passing an

examination on a book dealing with the art of teaching obtained a lower teachership certificate, while a girl who passed by standard VIII and qualified in a paper set on the theory of education and in a practical teaching test was awarded a higher teachership certificate.

Two sets of examinations; both abolished at the end of 1903.

538. Thus previous to the end of 1903 there were two sets of examinations for girls' schools, the Calcutta standard examinations, which have just been described, and the ordinary examinations held at the end of the lower primary, upper primary, middle vernacular or middle English stages of instruction. As a result of the general abolition of public examinations during the school course both the Calcutta standard and the ordinary examinations for girls' schools were discontinued with effect from the 1st January 1904. General table VI shows girls who have passed by the middle, the upper primary and the lower primary standards, but by these examinations no more is meant than the annual class examinations of standards VI, IV and II respectively.

The present position with regard to the courses of study.

539. In January 1905 the course of studies introduced in 1901 in connexion with the "vernacular scheme" was with certain modifications prescribed for all girls' schools. This is the syllabus now in force, but under the Resolution of the 10th June 1907 a revised syllabus of studies for the infant section and standards I and II of girls' schools was issued. This syllabus, which differs only slightly from that prescribed for boys' schools, will be introduced with effect from the 1st January 1910. As regards the syllabus of studies for the upper primary and middle stages of girls' schools it has been explained in the chapter on secondary education that the work of these standards has recently been under the consideration of a committee. The special needs of girls' schools were not forgotten by this committee, and a complete syllabus for standards III to VI modified in certain directions for girls' schools is now before the public. The curriculum of the four highest classes of a high school for girls is determined largely by the matriculation examination of the Calcutta University, and the conditions under which a girl may according to the new regulations of the University take this examination have been explained in paragraph 504 above. Action will shortly be taken on the lines indicated in paragraph 192 of the chapter on secondary education with a view to prescribing a complete curriculum for high schools for boys, and the courses of study in high schools for girls will then be considered concurrently.

Scholarships and prizes.

Scholarships awarded during the school course.

The reservation of scholarships and special conditions of tenure.

540. Girls compete for the scholarships awarded during the school course under practically the same conditions as boys, except that a certain number of scholarships of each grade are reserved for them. Girls are not confined to these reserved scholarships: on the contrary they may compete under the prescribed conditions from girls' or mixed schools for scholarships of any class, though not more than one scholarship of each class may be awarded in any year to girls from the same school. A Hindu or Muhammadan girl who wins a primary or middle scholarship, but who is unable to hold it at a recognised school may, if she continues her studies to a higher stage, have the scholarship held to her credit, and if before the expiration of the period for which the scholarship is tenable she is able to satisfy on examination an educational officer, who is above the rank of a Deputy Inspector, or some one specially deputed by an Inspector, that she has attained to the higher stage desired, the amount due on account of the scholarship is paid to her.

The Calcutta prizes.

The Calcutta standard examinations abolished but the award of the prizes continued.

541. Under the system of standard examinations which is described in paragraph 537 above, a sum of Rs. 780 was annually distributed in prizes on the results of the examinations for standards IV to VII. As explained above the standard examinations were abolished with effect from the 1st January 1904, but these monetary prizes are still distributed on examinations held on the courses prescribed for standards II and VI. The examinations are conducted by the Inspectress of Schools. At the end of 1906 nineteen

prizes were awarded to girls of standard II, ten to girls of standard III, eight to girls of standard IV, three to girls of standard V, and two to girls of standard VI. The feature of these examinations during the last two years has been the success of missionary schools. Girls who are being educated in girls' schools in or near Calcutta are not debarred from competing under the prescribed conditions for the middle and primary scholarships allotted to Calcutta, but none of these scholarships are reserved for girls.

The effect of the abolition of the standard examinations and proposals for the future.

542. The abolition of the standard examinations caused a considerable amount of feeling in Calcutta, and a good many of the mission schools have instituted tests of their own to take the place of these examinations. In her report for the year 1905-06 the Inspectress observed that the abolition of these examinations made it difficult to keep schools under Hindu management up to the mark. Miss Brock does not recommend that the examinations should be revived, but she points out that, now that the stimulus arising from these examinations is gone, more inspection is needed. The question of the issue of leaving certificates at the lower and upper primary stages will shortly come under consideration. It is thought probable that the issue of such certificates will supply the stimulus which is at present wanting.

University scholarships.

Junior and senior scholarships reserved.

543. Three junior scholarships, one of each grade, are reserved annually for female candidates at the matriculation examination. Two senior scholarships, one of each grade, are similarly reserved and awarded on the results of the intermediate examination. In 1904 the Duff scholarship, which is awarded annually to the Christian candidate who obtains the highest number of marks in the F. A. examination, was won by a Khasia girl, a student of the Bethune College.

The conditions of grants-in-aid to girls' schools.

Primary schools and secondary schools outside Calcutta.

Primary girls' schools aided from district funds.

544. *Gurus* teaching girls either in girls' or in mixed primary schools are entitled to draw aid under special conditions from the local authorities who administer the grant for primary education. Briefly these conditions are that a *guru* who instructs 20 girls or more is granted a monthly stipend of not less than Rs. 2-8, and that a *guru* who has less than 20 girls in his school is paid a monthly reward of Re. 1 for every eight girls who attend regularly. In spite of these special conditions the Inspectress of Schools reports that the case of primary girls' schools aided by District Boards is almost hopeless. They can seldom raise fees or subscriptions and have therefore to depend entirely on the grants received, which vary as a general rule from Rs. 2 to Rs. 5 a month. Miss Brock reports that in certain districts in Chota Nagpur she has known the grant to a school sink below Rs. 2 a month, and that the pupils of schools worked under such conditions never see either a slate or a book. As regards what is said about fees it must be remembered that, as stated in paragraph 533 above, the annual amount realised from fees in primary schools for girls works out to 3 annas a head only.

Conditions on which primary and secondary girls' schools are aided from Provincial revenues.

545. A very considerable proportion of the aided primary schools for girls, however, draw grants direct from the Education Department and not from district funds. The contribution from Provincial revenues to these schools during 1906-07 represented just under 49 *per cent.* of the total contribution from public funds, whereas in the case of boys' primary schools the contribution from Provincial revenues amounted during that year to just under 17 *per cent.* of the total grant from public sources. The grants paid to primary girls' schools and to secondary girls' schools outside the Calcutta area are regulated by the rules for grants in-aid to schools for Indian pupils, of which some account has been given in paragraph 214 of this report. Briefly the condition of aid is that the grant made to any particular school may not without the special sanction of Government exceed a sum equal to the full amount of the income guaranteed. In the case of girls' schools the realisation of fees is not, as in the case of other schools, an indispensable condition of Government assistance.

Girls' schools in and near Calcutta.

546. The curriculum prescribed for girls' schools in and about Calcutta has already been described, and it has been explained that up to the end of the year 1903 annual examinations were held under this syllabus for each standard from IV to VII. So long as this examination system was in force, these schools received annual grants assessed partly on numbers and general efficiency and partly on the results of the standard examinations above mentioned, the entrance examination and the teachership certificates awarded. The extension to girls' schools of the vernacular scheme syllabus and the abolition of the standard examinations necessitated a revision of these rules, which was undertaken in 1904. Payment by examination results was abolished, and according to the revised scheme grants are assessed on numbers and efficiency only. A school with an efficient training class attached may draw an "efficiency" grant on its account not exceeding Rs. 1,000 *per annum*. A boarding school can earn additional grants of Re. 1 a month on account of each boarder in the school, and of Rs. 2 a month on account of each boarder in the training class, and all schools with recognised training classes can earn an additional grant of Re. 1 a month on account of each student under training. A sum of Rs. 55,000 is now allotted for grants-in-aid to girls' schools in and about Calcutta. The Brahmo Girls' School, the re-organisation of which is described in paragraph 516 above, was until the end of last year aided under these rules. The special grant now sanctioned takes the place of all grants which it might earn under this scheme. **The grant-in-aid rules revised in 1904.**

Private institutions.

547. Two thousand nine hundred and fourteen girls were returned as reading in private institutions at the end of 1906-07. These institutions may be described generally as schools imparting general instruction up to various grades according to methods, syllabuses and standards not recognised by the department. These schools aim mostly, as far as girls are concerned, at giving a training in conformity with the ideals of Hindu or Muhammadan social life, and consequently what may be called the religious element is prominent in the majority of them. This feature accounts for the comparatively large number of girls who are being educated in these institutions. The education of Muhammadan girls in schools of this kind is mentioned in paragraph 580 below. **The general type of private institutions frequented by Hindu and Muhammadan girls.**

548. The most important of these institutions for Hindu girls is the *Mahakali Pathsala* in Calcutta. This school has recently sustained a severe loss owing to the death of Her Holiness Mataji Maharani Tapaswini, its foundress. During 1906-07 it contained more than 500 pupils, the majority of whom came from high caste families. The Inspectress of Schools, who has visited the school, reports that the girls receive a very careful religious training and that their curriculum includes Sanskrit, Bengali, a little arithmetic, cookery and housewifery. She adds that it is to be regretted that undue stress is laid upon mere memory work and that the vernacular education given is not more sound. The Calcutta report for 1906-07 returns altogether 11 schools of this type with 960 pupils. Schools of this kind even when they teach Sanskrit are not shown in General Table III as "advanced," but as "other schools not conforming to departmental standards." Under "advanced private institutions teaching Sanskrit," unrecognised *tols* only are included. **The *Mahakali Pathsala*.**

549. In dealing with private institutions for girls Mr. Nathan in his quinquennial review repeats the warning, which he gives with reference to private institutions generally, that the returns are not reliable, and that caution must therefore be exercised in drawing conclusions from them. This warning should not be lost sight of, but the popularity of the *Mahakali Pathsala* and similar institutions is doubtless an established fact. **Unreliability of the statistics.**

Physical culture.

550. The physical training of the pupils receives a certain amount of attention in girls' schools under the management of missions or of the Brahmo Samaj. Schools under Hindu management are as a rule staffed by *pandits*, and **Progress during the quinquennium.**

any attempt at drill is impossible. In Muhammadan schools drill of any kind cannot under existing conditions be thought of. Drill is one of the compulsory subjects at the examination for the junior teacher's certificate. The work done hitherto is reported to be poor, but the teachers who pass through the training classes are said to be "awaking to the necessity of giving their classes some form of drill during the day's work." In the revised syllabus for the infant section and standards I and II of girls' schools the Ling system of drill is recommended. The following remarks on the subject are taken from the quinquennial report of the Inspectress:—

"The subject is one of extreme importance to Hindu girls, in view of the absolutely sedentary life the majority of them will afterwards lead. The only way, however, of enforcing some system of physical exercise for girls is gradually through the trained teacher."

Hostels and boarding-houses.

The Inspectress's report.

551. The hostel attached to the Bethune College has already been mentioned. As regards other hostels and boarding-houses the latest report of the Inspectress is as follows:—

"With the exception of the Brahmo Balika boarding school and a very small hostel started in connexion with the High English School, Bankipore, all hostels and boarding-houses are under mission management. In nearly all cases arrangements for sleep, food, bathing, etc., are excellently managed. Occasionally some of the large boarding schools are inclined to receive more pupils than there is dormitory space for, according to the present requirements of the department. But there is a very strong desire in most cases to improve hostel arrangements, and a comparatively large number of these schools during the past year have undertaken alterations and additions."

Co-education.

The recommendations of the Education Commission and the latest views of the Government of India.

The views of the Education Commission.

552. The Education Commission discussed the question of mixed schools and recorded a resolution that mixed schools other than infant schools were not generally suited to the conditions of this country, and that the attendance of girls at boys' schools should not be encouraged except in places where girls' schools could not be maintained. The Commission in their report emphasised the fact that owing to the impossibility of establishing a girls' school in every village, attendance at a boys' school would often be a girl's only chance of learning anything, and stated that under these conditions the attendance of girls at boys' schools should not be discouraged. They also advocated the establishment of infant schools for children under seven years of age as likely to bring a number of little girls under instruction. Such schools were to be in charge of mistresses.

The views of the Government of India as expressed in their Resolution of 1904 on Indian Educational Policy.

553. In their Resolution on Indian Educational Policy which was issued on the 11th March 1904 the Government of India drew attention to the fact that nearly one-half of the girls in public schools were in mixed schools. They added that their attendance along with boys was often beneficial to them, and that nothing in the report of the Education Commission need be taken as indicating that such attendance ought to be discouraged.

The present position.

Girls in boys' schools and boys in girls' schools.

554. At the end of the period under review there were 364 girls in secondary schools for Indian boys, and 309 boys in secondary schools for Indian girls; also 46,233 girls in primary schools for Indian boys and 2,173 boys in primary schools for Indian girls. In Orissa there are more girls in primary boys' schools than in schools returned as primary girls' schools. The total number of females in all classes of public institutions for the education of Indian males amounted on the 31st March 1907 to 47,401. This figure shows an increase of nearly 20,000 since the close of the previous quinquennium. About 96 *per cent.* of this increase is, however, in primary schools. In the Bhagalpur Division, if the number of girls in a mixed school is sufficiently large, they are divided from the boys and taken separately. This procedure does not seem to be altogether wise, for as Mr. Küchler explains, the work of a lower primary school is already more than one teacher can undertake properly, and the result of this division is that the girls receive the absolute minimum of teaching.

General considerations.

555. The remark of the Education Commission that, as it is impossible to establish a girls' school in every village, attendance at a boys' school will often be a girl's only chance of learning anything, still holds good, and therefore anything which would tend to discourage the attendance of girls at village schools for boys would be a fatal mistake. Doubtless, moreover, as Mr. Nathan observes in paragraph 969 of his review, there are recognised advantages in the system of co-education which are not without their application to India. These aspects of the question should not, however, blind us to the defects of the present position, even though their immediate remedy may not be practicable.

The attendance of girls at boys' schools staffed by men is inevitable, but it has its disadvantages.

556. In paragraph 150 of the report on public instruction in Bengal for 1905-06 a protest was made against the view that the urgent need for well-qualified teachers was limited to high schools and to large towns, and it was explained that there was a very general and marked aversion on the part of a large proportion of the population to sending girls to school at all, not because the people were indifferent to the education of their girls, but because they did not like to send them to schools where there were male teachers. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Burdwan Division, in reviewing the general position in his quinquennial report, states unhestitatingly that more girls would be sent to school, if the schools were staffed by women, and that the provision of properly qualified school-mistresses is an indispensable condition of any real advance. This is one aspect of the question.

Certain sections of the Indian community object to sending their girls to schools staffed by men.

557. Another aspect is that as long as the great majority of the schools at which girls are educated are staffed by men, so long will it be practically impossible to teach various subjects, notably needlework, which should most certainly be included in a girls' curriculum. It is now an accepted principle of school management that the teaching of young children is better conducted by women than by men, so that even if the prejudices against sending girls to schools staffed by males should cease, the creation of a class of well qualified female teachers would still be almost equally desirable even from the point of view of primary schools. It is recognised that any scheme for replacing even a small number of lower primary *pandits* by female teachers cannot be regarded as anything but a most distant ideal, but it would also perhaps be well to reflect that it is now nearly a quarter of a century since the Education Commission put forward as a practicable proposal the establishment of village infant schools which were to be conducted by mistresses.

Educational objection to girls being instructed at schools staffed by men.

Professional and technical education.

Medicine.

558. In dealing with the professional and technical education of women Mr. Nathan assigns a prominent place to medical instruction. As explained in the chapter on professional and technical education, the Education Department has no direct concern with institutions for medical instruction. The figures dealing with these institutions are, however, included in the returns with which this report deals, and it seems desirable, both for the sake of completeness, as also because of the importance of the subject, to notice these figures here.

The medical instruction of girls is not the direct concern of the Education Department, but the figures are quoted.

559. At the end of 1906-07 there were 34 female students in the Medical College and the medical schools of the Province. Thirteen of these were Europeans or Eurasians; 17 were Indian Christians. Three Hindu female students are returned as being in medical schools. For the purposes of statistics the term Hindu includes members of the Brahmo Samaj. The figures show a decrease during the quinquennium. At the end of 1901-02 there were 51 girls in the Medical College and the medical schools of Bengal, as now constituted, and of this number 6 were Hindus.

Female students in the Medical College and the medical schools.

Teaching.

560. The training of female teachers has been dealt with in the chapter on the training of teachers. Only the figures are mentioned here. On the 31st March 1907 there were 332 students on the rolls of all normal schools and classes for Indian females. Of these, 36 were Hindus (including Brahmos). No Muhammadan is returned as attending a normal school.

Students in normal schools for Indians.

Art.

Female students in the Calcutta School of Art.

561. At the close of the period under review two girls were attending the School of Art, Calcutta; both of these were Europeans or Eurasians.

Technical and industrial training.

Advance during the quinquennium.

562. One hundred and eighteen girls and women were returned as undergoing technical or industrial instruction at the end of 1906-07. This indicates a distinct advance, for at the end of the last quinquennium the figure for the Province of Bengal, as it was then constituted, was 26. Miss Brock alludes in her quinquennial report to "the increasing amount of attention that is being paid to the development of suitable industries" as "a noticeable feature in connexion with work among Indian women." She adds that "a very hopeful aspect of this kind of work is the endeavour to develop industries that require really skilled work and careful preparation for it."

The Kalimpong lace school.

The scheme of working.

563. In March 1905 a school was opened at Kalimpong by the Church of Scotland Mission for the instruction of the women and girls of the neighbourhood in lace work. Any woman, whatever her religion, can join the school. The ordinary period of training is for a year, after which period the majority of the pupils are fit to carry on the industry in their own homes. If, however, after a year's training a pupil is not fit to work on her own account, she is retained in the school for further training. The school is in the hands of an English lady who is an expert in lace work. An hour's instruction in the "three R's" is given daily before the lace work begins. Attendance is voluntary, but the great majority of the pupils take advantage of this instruction.

The success of the school.

564. The success of the school has surpassed expectations. The school opened with 16 pupils, but in July 1906 there were 84 women and girls at work. The industry is in fact in a fair way to establish itself in Sikkim and the Darjeeling district, and the deftness and good taste of the hill women promise well for the success of the industry in future.

Proposal to extend the scope of the school.

565. The scope of the school has up to the present been practically local. The establishment in different parts of Sikkim and the Darjeeling district of branch lace schools staffed by women trained at the Kalimpong school was part of the original scheme, and two such schools have already been started. But the local success which this attempt to introduce lace work as a cottage industry among women has attained has led to a scheme being formulated for establishing the industry in other parts of Bengal by means of a system of which the school at Kalimpong will be the centre. The central school will, to start with at any rate, train the women who will become the teachers at the branch schools. Other functions essential to the development of the industry will also devolve upon it. It will study the popular taste and prepare and issue designs accordingly, taking care that the proper kind of thread is selected in each case. It will control the industry by receiving all orders and distributing the work among the various local branches, an attempt being made to apportion, as far as possible, the manufacture of a particular kind of lace to a particular branch. In this way the underselling of one branch by another and sweating will be prevented.

The cost of the extended scheme.

566. The extension of the scope of the Kalimpong school on these lines is now under consideration. Briefly, what is immediately required to give effect to these proposals is the engagement of an additional lady teacher and a competent designer for the staff of the Kalimpong school, the construction of a hostel in which students sent to Kalimpong for training can reside, and the provision of scholarships which will enable the students to defray the cost of living at Kalimpong. Travelling expenses will also have to be considered. Since the opening of the lace school Government has contributed on its account to the mission an annual sum of Rs. 2,000. Towards the extended scheme the mission asks for an annual grant of Rs. 5,400. An inquiry is now being made of District Boards and missions to ascertain whether these bodies will be willing to provide scholarships to be held by students attending the central school at Kalimpong.

The Mohila Shilpa Samiti.

The problem of training Bengali women of the upper and middle classes to industrial work.

567. For some time a Committee of Indian ladies in Calcutta has been doing a certain amount of social and educational work among women who do not appear in public. One of the results of the efforts of these ladies was the formation of a Society called the *Mohila Shilpa Samiti* (the Ladies' Industrial League), of which the Maharani of Mayurbhanj is president. The problem with which this Society set itself to deal was how the women of the middle and upper classes of Bengali society, especially Hindu widows, could be trained to industrial work which they could do in their own houses and on which they could make a reasonable profit. The urgency of the problem was brought home to the Indian lady who acts as secretary to the Society by the discovery that the ladies of several middle class Muhammadan families in that part of Calcutta in which she lived habitually worked at making up coats for Muhammadan tailors, and that they were remunerated for this labour at the rate of 1½ and 2 pice a coat. At the beginning of this year the *Mohila Shilpa Samiti* opened an industrial school in Calcutta in the neighbourhood of Cornwallis Street, and on the 3rd March 1907 the school had 30 pupils on its rolls. At present technical instruction is given in silk-weaving, lace-work, stocking-knitting, and needle-work. An attempt is also made to induce the women who attend this school to spend a certain amount of time every day on their general education. A trained lace-maker has been obtained from Kalimpong, and trained teachers are employed for the other branches of the technical work. A number of well qualified Bengali ladies are giving their services both as general and technical teachers. The school has a section for Muhammadan women. The school is visited by female officials only. The Education Department is making a monthly grant of Rs. 304 towards the current expenses of the institution, and a sum of Rs. 1,415 was contributed from public sources towards the initial outlay. Miss Brock describes the opening of this school as "a most important development," and she thinks that even the Muhammadan section of the institution promises well.

The proposed wool-dyeing and wool-weaving school at Kalimpong.

The scheme sanctioned in 1904.

568. Concurrently with the lace-industry scheme the Church of Scotland Mission at Kalimpong sent up in 1904 a scheme for instructing women in wool-dyeing and wool-weaving. This scheme, which contemplated the sending of a man and his wife to North Sikkim there to learn the methods of dyeing and weaving wool from the Scandinavian Alliance Missionaries and their employment in Kalimpong on their return to teach the craft to others, was approved by Government, and an initial and an annual grant in support of it were sanctioned.

The 1904 scheme modified.

569. The scheme was not carried into effect owing chiefly to the want of proper instructors. But there is now at Kalimpong a lady, the wife of one of the masters at the St. Andrew's Homes, who was formerly the superintendent of a hand-loom weaving establishment in London, and a modified scheme has now been evolved for starting a weaving school for women under the guidance of this lady, who will be assisted by two Tibetans, one with a knowledge of dyeing, the other an expert in the weaving of Tibetan rugs and carpets. The Education Department has sanctioned in support of this scheme an initial grant of Rs. 600 and a recurring grant of Rs. 87 a month, and it is hoped that the weaving school will be opened with effect from the 1st October 1907.

Prospects of the industry.

570. The venture promises well, for the price of wool at Kalimpong is lower than it is anywhere else in the Province and the capacity of the natives of Sikkim to make good cloth when properly taught and the ready sale of such cloth have already been proved.

Other industrial schools for Indian girls and women.

571. In addition to the institutions described above the following should also be mentioned:—the Roman Catholic Convent at Ranchi and the Baptist Mission Technical Class at Cuttack, both of which are reported to be turning out a good quality of lace; the Roman Catholic Mission at Chaibassa, which is trying to

introduce the weaving industry among the Ho women; also a missionary school at Baranagar near Calcutta, where carpet-weaving, embroidery and the making of *chatni* (pickles) are taught to Hindu widows.

Zanana education.

The recommendations of the Education Commission and of the Simla Conference.

The system inaugurated by missionaries to be extended and developed.

572. The Education Commission remarked that the most successful efforts which had been made to educate Indian women after leaving school had been conducted by missionaries. They described the results achieved as already considerable and steadily increasing, and they recorded a recommendation to the effect that grants for *zanana* teaching should be recognised as a proper charge on public funds, and be given under rules which would enable those engaged in it to obtain substantial aid for such secular teaching as might be tested by an Inspectress or other female agent. The Simla Conference expressed their general adherence to the recommendations of the Commission, and resolved that above the primary grades female education consisted for the most part of *zanana* teaching, which should be encouraged by Government. In forwarding the recommendations of the Conference the Government of India stated that the instruction given by missions in *zananas* ought to be encouraged by grants-in-aid, and that the work of *zanana* education generally ought to be extended and developed under the control of an adequate female inspecting agency.

Increased assistance to missions.

Sir Alexander Pedler's proposal.

573. When the matter was referred to Sir Alexander Pedler, he pointed out that there were then in this Province ten missions which were not only conducting schools for Indian girls but also sending agents on regular visits to *zananas* for the purpose of instructing Indian women in their own homes; that all these missions received annual assistance from Government in the form of grants partly fixed and partly depending upon results; and that, although Government assistance was given on the understanding that it was spent on the schools and not on the instruction given in *zananas*, it was probable that the ladies who taught in the schools also gave instruction in *zananas*, and that in any case the assistance given to the schools set free money from the mission funds, which was probably devoted to extending *zanana* teaching. He proposed, however, that the grants which the ten missions mentioned above drew in the year 1901-02 should be in each case increased annually by 15 *per cent.*, until the amounts drawn in that year were doubled, on condition that the schools were proportionately extended and improved and that more *zanana* teaching was undertaken. This proposal was sanctioned, and six missions are still drawing grants according to this arrangement.

Zanana instruction by house to house visitation and by central gatherings.

The house to house visitation scheme.

574. While acknowledging the excellent work which missionaries had done, Sir Alexander Pedler emphasised the limitations within which their scope must necessarily be confined. He therefore proposed that a certain number of Hindu and Muhammadan women should be appointed on salaries of Rs. 30 a month, the business of these women being to visit *zananas* and offer their services as teachers free of cost. This scheme, which, to start with, was to be confined to large towns, was sanctioned in June 1902, and 12 Hindu and Muhammadan women were appointed on the salaries proposed. This scheme is known as the scheme for *zanana* education by house to house visitation.

The central gatherings scheme.

575. In 1903 the house to house visitation scheme was supplemented by a proposal which was put forward by a conference of Indian educational officers, both Hindu and Muhammadan, which was convened to consider what further steps could be taken in the matter of *zanana* education. The main idea of this proposal was that in certain selected places a female teacher should be engaged to give lessons at the house of some respectable gentleman, at which the girls and women of the neighbourhood could be collected. The teacher was to be engaged and controlled by a small committee of local gentlemen of the orthodox type, Hindus or Muhammadans, or both, being selected to form these committees in proportion as both or either of these communities were

represented in the area concerned. The centres of instruction were not to be visited by any male inspecting officer, nor was such an officer to have any communication with the female teachers appointed under this scheme. Male inspecting officers, however, who were not lower in rank than Deputy Inspectors of Schools, were to visit the members of the various committees, for the purpose of making recommendations and collecting information. This proposal was sanctioned in a Resolution of Government of the 4th June 1903 with a caution that this scheme was not to conflict in any way with the system of *zanana* instruction imparted by mission ladies. The sanctioned cost of each centre was to be Rs. 30 a month. The teacher was to receive Rs. 20 a month; Rs. 4 a month were to go to meet the cost of a servant; and Rs. 6 a month were to be spent on prizes and contingent charges.

576. Both these schemes are still in force, and 23 and 8 mistresses appointed respectively by the Education Department under the house to house visitation and the central gathering schemes are now working in various parts of the Province. Thirty-two missionary teachers have also been returned as working under these schemes, 28 under the former and 4 under the latter, and it is estimated that about 1,200 girls and women are being educated in their way. There can be no doubt that these schemes were conceived on the right lines, and that the Indian community generally is anxious to take advantage of instruction offered under these conditions. The demand for *zanana* instruction is undoubtedly increasing; the figures show this and the repeated testimony of the Inspectress bears it out: but the value of the work done by the teachers appointed by the Education Department is curtailed and its development rendered impossible by two very obvious, but extremely fatal, defects. The first is the lack of even tolerably efficient Hindu and Muhammadan teachers; the second is the absence of systematic superintendence. The former aspect of the present problem of the education of Indian females has been emphasised in the chapter on the training of teachers; the steps recently taken to increase the female inspecting agency are described in the chapter on controlling agencies. **The working of the schemes.**

577. The following extract from Miss Brock's quinquennial report illustrates the present position:— **Miss Brock's views.**

"A comparatively large amount of secular instruction in *zananas* is now aided by the Department. The first idea in appointing Government *zanana* teachers was to select the chief town of the Division where a teacher was appointed to teach in *zananas* as an experiment. There is a growing demand for these teachers both in towns and districts, and it is a matter of great regret that the supply of teachers is not equal to it. The teacher must of necessity be an orthodox Hindu or Muhammadan woman. The salary of these *zanana* teachers is far higher than that of teachers in schools, but their qualifications are very meagre. Great dissatisfaction is being felt everywhere at the kind of teacher employed, but unless the problem of training these women is seriously taken up by the Department in a training college, I do not see how any improvement is to be made. The present so-called training classes for Hindu and Muhammadan widows and teachers are absolutely useless for the purpose. I am quite sure that in most cases the women attending them have no serious idea of taking up the profession of teaching, but are merely attracted by the stipend. Secondly, the teachers instructing these classes are extremely ignorant themselves, and can do nothing beyond teaching their pupils to read and write. Good families would be quite willing to pay well for this instruction, were there qualified women to do the work; but the ordinary type of *zanana* teacher cannot do more than read and write at the most. On testing her, it becomes evident that she is absolutely unable to compose a simple letter in her own tongue, has almost no knowledge of arithmetic, and a very slight knowledge of needlework.

"There is a second point in connexion with these *zanana* teachers that I think needs attention. This branch of work is about to be handed over entirely to the Inspectresses; and the systematic superintendence of the work of these women will now, I think, become possible. At present they are left almost entirely alone, except for a rare visit from the Inspectress or Assistant Inspectress, and there is no check upon their work. Their salary of Rs. 30 does not depend at all upon results. I think this is a serious mistake, and that a certain proportion of it should most distinctly do so. If this were the case, and all the pupils regularly inspected at least once a year, there would be every inducement on the part of the *zanana* teacher to give her teaching regularly and conscientiously, and she would moreover be inclined to retain her hold as long as possible upon the same pupils."

Local committees for the encouragement of zanana education.

578. In paragraph 159 of the report on public instruction in Bengal for 1905-06 reference was made to a scheme put forward by Mrs. P. K. Roy **Mrs. P. K. Roy's scheme.**

for the encouragement of *zanana* education by a system of scholarships and awards administered by local committees. These proposals have not yet resulted in any definite action, though a ladies' committee at Muzaffarpur which was in existence before these suggestions were put forward is reported to be doing very useful work.

Parallel quoted from the Education Commission's Report.

579. In the paragraph of last year's report just referred to it is stated with reference to Mrs. P. K. Roy's scheme that a similar system was some time ago widely in vogue and very popular in the Dacca Division. In connexion with this statement the following extract from the report of the Education Commission is interesting:—

"A distinct class of *zanana* agencies on a secular basis is springing up, conducted by committees of Natives and Europeans, with the object, in some cases, of imparting education in *zananas* without any element of religious teaching; in others of testing by periodical examinations, and encouraging by rewards the home education of governesses. These agencies are already doing useful work, although on a comparatively small scale, and the Commission trusts that they will receive a still larger measure of sympathy and co-operation from English ladies in India."

The education of Muhammadan girls and women.

The present position and the proposals of a recent conference.

Muhammadan girls in public schools.

580. The number of Muhammadan girls who attend schools is extremely small. In the total number of girls under instruction in all classes of public institutions for the education of Indians the number of Muhammadans represent 9 *per cent.* only. There are only 23 Muhammadan girls in secondary schools for girls; and only 1 in every 68 Muhammadan girls is attending a public primary or secondary school, as against 1 in every 30 Hindu girls. There are a few girls' schools designed specifically for Moslems which conform to departmental standards; and in this connexion may be mentioned three mission schools on the outskirts of Calcutta, the chief work of which is to educate the children of the settlers from Oudh. There are also some 1,600 Muhammadan girls returned as being under instruction "in private institutions and other schools," which are in the main schools of a religious character, where in some cases in addition to religious instruction some secular education of a very elementary type is given. As regards the schools which conform to departmental standards the Inspectress reports that their income is ordinarily inadequate, and that as a general rule the teacher receives a salary of from Rs. 3 to Rs. 5 only. As a result the quality of the teaching is extremely poor. The schools are badly attended and the majority of the children in them are not taught beyond the standard of the infant section.

The education of Muhammadan girls in schools is only possible to a very limited extent.

581. In Miss Brock's opinion, so long as present conditions obtain,—and she thinks that they will so obtain for some time,—very little can be done for the education of Muhammadan girls through the medium of schools. Under exceptional circumstances Muhammadan schools for girls may flourish, but "the intense feeling on the part of the respectable classes of the Muhammadan community that girls should become strictly secluded at a very early age" will for years be a difficulty, and the cost of a school, if it is to have a chance of success, will have to be considerable, because it would have to be staffed by female teachers and provided with conveyances, in which the pupils may come and go.

A syllabus of instruction for Muhammadan *zananas*: its extension to Muhammadan girls' schools recommended.

582. The most urgent then of the many problems which the education of Muhammadan girls presents is the development and organisation of an efficient system of *zanana* instruction. It has been explained elsewhere that the great obstacle to advance in all schemes for the furtherance of the education of Indian females is the lack of qualified Hindu and Muhammadan teachers. Until this want is supplied, very little can be done, but in the meanwhile it was considered that something might be effected, if a suitable syllabus of instruction was drawn up and proper text-books prescribed for the guidance of teachers in Muhammadan *zananas*. The matter was brought before a conference of Muhammadan gentlemen which was convened in Calcutta early this year, and a syllabus and a list of prescribed books for five stages of instruction, which correspond roughly to the infant section and the first four standards of an ordinary school, were drawn up. The preparation at the expense of

Government of suitable readers and of a hygiene and domestic economy primer for teachers was recommended. The conference was strongly of opinion that the syllabus drawn up should be applied to all schools in which Muhammadan girls only are taught. A system of scholarships tenable at Muhammadan girls' schools and liberal grants to enable these institutions to offer teachers salaries which educated Muhammadan women would accept were also recommended. This scheme has recently received the sanction of Government.

Scheme for Muhammadan lady teachers in Bihar.

583. It will be gathered from paragraphs 574 and 575 above that lady teachers for Muhammadan *zananas* are appointed under both the house to house visitation and the central gatherings schemes. These measures were, however, supplemented last year by a special scheme for providing Muhammadan *zanana* teachers for Bihar, which in the matter of female education is probably the most conservative part of the Province. The main features of the scheme are (1) that any competent *A'tu* (Muhammadan lady teacher) who is employed in giving instruction in Muhammadan houses should receive a stipend of Rs. 5 a month and a capitation grant of 4 annas a month for every girl and woman who is under her regular tuition, (2) that a lady superintendent should be appointed to train *A'tus* and supervise their work. Considerable difficulty has been experienced in setting this scheme into actual working, chiefly owing to the fact that a suitable superintendent could not be obtained. The scheme has now been sanctioned by Government. The *A'tu* scheme.

General remarks.

584. Very little is called for here by way of comment; for in the first place the present position of female education was described fully in the last annual report, and that position is unaltered; and secondly the conclusions which appear from such a statement of the case as that attempted in this review have been stated in the chapter which deals with the training of teachers. The present position is summed up in the views which the Inspectress of Schools referred to in her report for the year 1904-05:—"I found," Miss Brock wrote, "that there was no prejudice against the education of girls, but a strong feeling against any relaxation of the *purdah* system." No prejudice against education, but a strong feeling against the relaxation of the *purdah* system.

585. The first obstacle to surmount was indifference, but there are not wanting signs that this difficulty has to a considerable extent ceased to be operative. Whether advantage will be taken of the ground which has been gained and a further advance made, or whether things will be allowed to slip back, depends entirely upon whether a machinery can be organised for conducting the education of Indian girls upon the lines on which alone the majority of the community is prepared to accept it. If from among the orthodox Hindu and Muhammadan communities lady teachers can be produced who by their position will command respect, while by their capabilities they will justify in themselves the education which they have received, then progress, it would seem, is assured, but while existing conditions continue, no prospect is apparent, but retrogression. The conditions of advance.

CHAPTER IX.

THE EDUCATION OF EUROPEANS.

The definition of European.

586. For the purposes of education the term European is defined in the code of regulations for European Schools as signifying any person of European descent, pure or mixed, who retains European habits and modes of life; and for the purpose of the grant-in-aid rules all the students except 15 *per cent.* must answer to the above definition. The code definition.

Collegiate education.

Collegiate departments for Europeans and European students in arts colleges for Indians.

European schools have ceased to prepare for University examinations.

587. Collegiate education for Europeans as a thing apart from the collegiate education of Indians is practically non-existent. At the close of the period under review there were collegiate students only in schools for Europeans. Loreto House, Calcutta, has a collegiate department in which one European student is reading. Other European schools, notably the Martinière College, St. Paul's School and St. Joseph's College, Darjeeling, used to prepare candidates for University examinations, but they have now for some years ceased to do so. St. Xavier's College, Calcutta, is an important collegiate institution, but though the school department is for Europeans and Eurasians, the college is practically an Indian college, though Europeans and Eurasians are admitted, as indeed they are to all arts colleges. The Doveton College, which at one time was an important school and college for Europeans and Eurasians, is now practically in abeyance, and this year it has for the first time omitted to submit returns.

European students in arts colleges for Indians.

588. The returns show 26 male European students as studying in arts colleges for Indians at the end of 1906-07. The number of such students at the end of 1901-02 was 64. General Table IIIA for 1905-06 shows 3 female European and Eurasian students in arts colleges, and paragraph 168 of the Report on Public Instruction for that year explains that there were two European students in the Bethune College in addition to one student at Loreto House. The two students in question are Jewesses and seeing that, as such, they are according to standing orders not to be reckoned as Europeans for the purposes of education, they have in the General Table IIIA which is attached to this report been shown under the head "Others."

Statistics.

The mistakes in the educational tables of expenditure.

589. Considerable confusion in the financial statistics of the education of Europeans has resulted in the past from the careless way in which sums have been included in the tables on account of these supposed college departments for Europeans. The statistics for 1904-05 for example showed expenditure amounting to Rs. 1,21,602 on account of arts colleges for Europeans. This attracted the attention of the Government of India, and as a result of the scrutiny which they requested it was discovered that this sum represented the expenditure of the Martinière Colleges, which during the year in question had no collegiate departments, and that the expenditure was included twice over in the tables, once as against arts colleges and once as against secondary schools for boys and girls. The returns for 1901-02 show expenditure on arts colleges for Europeans amounting to Rs. 59,584, and this figure is included in the statistics which will be found in the supplementary volume of this report. It cannot, however, be regarded as accurate; and it is quite probable that this amount was included twice in the statistics, as was found to be the case in 1904-05; if this was done, the total expenditure on the education of Europeans during 1901-02 would be overstated by that amount. The whole of the statistics for that year must therefore be regarded with suspicion.

General considerations.

Why Europeans and Eurasians hold aloof from University education.

590. The fact that the number of Europeans and Eurasians who take up University courses has declined is probably due mainly to the fact that the openings to which a University education might lead are not sufficiently attractive, and in this connexion reference may be made to what is said in paragraph 604 below about the demand for European and Eurasian labour being such that a high standard of general education is not insisted upon. The increasing facilities for communication with Europe and the decreasing cost of the journey have also undoubtedly enabled more European and even Eurasian parents to send their sons for professional and technical training in England. So far as it means that a University education and Government service or the already overstocked legal profession are not the only goals to which European

and Eurasian young men look forward, this holding aloof from University courses may be regarded as satisfactory. But all European and Eurasian boys are not destined for technical professions, and it is certainly to be regretted that University education is so generally avoided by the domiciled Anglo-Indian community.

Special scholarships for higher education.

591. The revised code provides for scholarships to be awarded at the intermediate and at the bachelor of arts stage of the University course; and, though these scholarships have not yet been made available in this Province, definite proposals with regard to them have been submitted to Government. The provisions of the revised code.

592. One special scholarship of £200 *per annum* tenable by a European or a Eurasian, who is a statutory native of India, at a University in Europe was instituted during the quinquennium under review. A special University scholarship tenable in Europe.

The general system of school education.

The education of Europeans in India before the Simla Conference.

593. The history of the education of Europeans in India from the earliest time is given in outline in Mr. Nathan's Quinquennial Review. In paragraph 993 of that work the conditions under which the minutes of Lord Canning and Lord Lytton came to be written are described and in paragraphs 994 and 995 the circumstances under which the Bengal code was compiled are explained. Mr. Nathan mentions the revision of the code which took place in 1895. The actual version of the Bengal code, of which portions are still in force in this Province, dates from 1897, but the revision of which this version was the result took place in 1895, though several changes of detail, especially in the examinations, were introduced as the result of proposals which were put forward during 1896 by the late Mr. Bamford, who was then Inspector of European Schools. The minutes of Lord Canning and Lord Lytton and the compilation of the Bengal code.

The recommendations of the Simla Conference and the proposals of the committee appointed to draw up a uniform code.

594. The Simla Conference observed that though the Bengal code was in force in the Provinces of Bengal and the Punjab and in the United Provinces of Agra and Oudh there were no special rules for the education of Europeans in Madras, Bombay and Burma, and they recommended that this defect should be remedied by the publication of special and uniform rules which should be applicable throughout India. They suggested that the Bengal code might be taken as the basis for discussion, but recommended that it should not be prescribed as a uniform code until it had been revised by a committee "of experts in the education of Europeans, representing different Provinces." In March 1902 the work of revising the Bengal code with a view to the production of a uniform European schools code for India and Burma was entrusted to a committee consisting of all the inspectors of European schools in India and the Director of Public Instruction in Burma, who acted as president. The desirability of a uniform code.

595. This committee put forward a series of proposals, many of which will be mentioned in the course of this chapter. For the present it is only necessary to remark that they retained the arrangement of the Bengal code, according to which there was nominally one school course extending over eight standards and an infant section, and schools were graded as high, middle or primary according as they took the whole or various portions of this course. The school course was one in so far as there was no attempt to differentiate the curricula followed in the different grades of schools. It was not one in the sense that a definite syllabus was prescribed which had to be rigidly adhered to in every school. On the contrary the compulsory subjects were two only (English and arithmetic); the optional subjects were many under the Bengal code and the revising committee of 1902 proposed to add to them. The proposals of the committee.

The Hill School Committee and the circumstances which led to the convening of a conference in Calcutta.

Too great multiplicity of subjects and a lack of educational principles in determining courses of studies.

596. In 1903 the Government of India appointed a committee of Directors of Public Instruction to inquire into the financial condition of hill schools for Europeans in Northern India. This committee was not directly concerned with the general system of European education, but they found it impossible to avoid taking into consideration the question of the curriculum of hill schools, for the cost of a school must depend largely upon what subjects it is called upon to teach. They therefore sketched what should in their opinion be the ordinary curriculum of a hill school for European boys, and added a few comments on the system which the code enjoined, pointing out that the effect of such a system was that an undesirable multiplicity of subjects was attempted, and that there was a tendency for subjects to find their way into the curriculum, not so much on educational considerations, as because they scored marks easily in examinations.

The decisions of the conference.

597. In August 1905 the Government of India forwarded to this Province a revised uniform code for general adoption, but added that they were not satisfied with the curriculum as laid down therein, and asked that it might be examined with a view to the consolidation of the courses in the various grades of schools in the light of the views expressed on the subject by the Hill Schools Committee. This matter was referred to the Inspector of European Schools, who proposed that European schools should be divided into three grades—secondary literary, secondary commercial, and elementary—and outlined a curriculum for each grade. The proposals of the Inspector were laid before a conference of persons connected with and interested in the education of Europeans, which met in Calcutta early in 1906. This conference was not altogether prepared to accept the proposals of the Inspector, but the members recommended that European schools should be classified in two grades, secondary and elementary, and suggested a course of studies for each grade. These proposals are still before the Government of India, who, though they found it necessary to make a reference to this Province on some points of detail, have intimated their readiness to accept the principles proposed. An account of the course of study proposed will be found in paragraphs 629 and 630 below.

The present position.

598. For the present the old grading holds good and schools are classified as high, middle and primary according as they teach respectively either the whole of the code course or the course up to standard VII or standard IV respectively, or impart instruction up to standards which are more or less equivalent to these. A few schools classed as middle teach up to the high standard, though they are unable to draw the attendance grants sanctioned for pupils in the high stage of instruction, and as a fact the arrangement of studies and classes enjoined in the code is not rigidly insisted upon, as several high schools have with the consent of the Education Department arranged their classes and their curricula in accordance with their particular needs and with a view to presenting candidates for the Cambridge senior local examination as a school final test. Pupils in the infant class or in the first four standards of the code are reckoned for the purpose of statistics to be in the primary stage of instruction, pupils who are in any standard above the fourth are regarded as in the secondary stage of instruction. In the case of any school, the classes of which are not arranged according to the code scheme, the Inspector of European Schools has decided which classes correspond to the primary, middle and high standards respectively.

Primary and secondary schools.

Institutions.

The number of secondary and primary schools.

599. The returns for 1906-07 show 69 secondary and primary schools for Europeans. The figure includes a railway night school at Jamalpur, which is not strictly an institution for general school education. Some account of this institution is given in paragraph 679 below. Three unaided institutions, the Doveton and Armenian Colleges in Calcutta and a private school in Darjeeling, omitted to send in returns. Consequently there

were known to be in existence in Bengal at the close of the period under review 72 secondary and primary schools. The number of secondary and primary schools returned at the end of 1901-02 for the Province of Bengal, as at present constituted, was 67.

Pupils.

Pupils in secondary and primary schools.

600. On the 31st March 1907 there were 7,826 pupils on the rolls of the 69 primary and secondary schools for Europeans which are included in the returns. Of these 7,188 were Europeans and Eurasians. The number of Europeans and Eurasians returned as being on the rolls of primary and secondary schools for Europeans in the present area of Bengal on the 31st March 1902 was 6,977.

The failure of schools to submit returns.

601. In paragraph 169 of the last annual report on public instruction in Bengal the failure of the Armenian College to submit returns was commented upon. It is scarcely necessary to emphasise how important it is that Government should possess complete and accurate information about the education of the domiciled Anglo-Indian community. Private enterprise unaided by the State has been found to be entirely unable to cope with the problem, and the education of Europeans and Eurasians is becoming annually a heavier charge on the public funds. Government has shown itself quite willing to recognise its responsibilities in this matter, and it is surely not too much to ask that those engaged in the work will do their best to co-operate.

Non-European pupils in European schools.

602. Six hundred and thirty-eight non-Europeans were returned as being on the rolls of secondary and primary schools for Europeans on the 31st March 1907. This figure is made up as follows:—Indian Christians 62, Hindus (including Brahmos) 110, Buddhists 33, Muhammadans 40, Parsis 106, others 281. Under "others" are included 182 Jewish girls, the pupils of the Jewish Girls' School in Calcutta. Of these non-European pupils 272 were returned as boys and 366 as girls. The number of non-European pupils attending primary and secondary schools for Europeans in the pre-partition area on the 31st March 1902 was returned as 497. It appears, however, that this total did not include the pupils of the Jewish Girls' School, which though in existence was not at that time aided by Government. The revised code of regulations for European Schools has reduced the number of non-Europeans permitted to attend a school aided as European from 25 to 15 *per cent.* of the total number of scholars.

Pupils in stages of instruction.

603. Of the 7,826 pupils returned as being on the rolls of secondary and primary schools at the end of 1906-07, 2,019, or nearly 26 *per cent.*, were in the secondary stage of instruction. The proportion of boys who remain for the secondary stage of instruction is greater than the proportion of girls; in the case of the former the number in the secondary stage represents 29 *per cent.* of the total number under instruction, while in the case of the latter the number in the secondary stage represents barely 21 *per cent.* of the total number under instruction.

Decline in the number of pupils in the high stage of instruction.

604. On the 31st March 1907 there were 57 girls in the high stage of instruction and 203 boys. In 1901-02 the percentage of pupils under instruction in secondary and primary schools who were in the high stage of instruction was 4·6; in 1906-07 it was 3·3. The decline is not easy to account for. It is not an uncommon thing for a boy to abandon his ordinary school studies at the middle stage and take up technical training, such as that given in the Apprentice Department of the Sibpur College, but the figures for technical schools do not show that the tendency to join these institutions has increased. Engineering firms take boys at about the middle stage of education and train them, and it may be that the increasing demand for European and Eurasian labour both in engineering and in the labour market generally has induced more boys to leave school at the middle stage. The large proportion of failures at the recent high school examinations has also probably acted as a deterrent; and finally there are grounds for believing that the tendency to send boys to England at about the age of 15 for technical training, etc., has increased during recent years.

European pupils in secondary and primary schools for Indians.

605. Fifteen European pupils, 9 boys and 6 girls, were returned as being on the rolls of secondary and primary schools for Indians on the 31st March 1907. Two of the boys were in high schools, 3 in middle schools, and 4 in primary schools. Of the girls, 1 was in a middle school and 5 were in primary schools.

Local distribution.

Schools confined to centres and to railway lines.

606. European schools are naturally confined to a few centres; the only schools which are situated in outlying places are those which are established at railway stations where European *employés* live. The 7,826 pupils in secondary and primary schools may be distributed locally as follows:— Calcutta and Howrah 5,216, Darjeeling, Kurseong and Kalimpong 1,132, Asansol 405, Bankipore 300, Cuttack 130, along the East Indian Railway line 328, along the Bengal-Nagpur Railway line 285, along the Bengal and North-Western Railway line 30.

Management.

The educational work of religious and other educational bodies examined and compared.

607. Government manages directly only two schools for Europeans, the Victoria Boys' School and the Dow Hill Girls' School, Kurseong; and on the 31st March 1907, 275 pupils or 3·5 *per cent.* of the total number of scholars under instruction in secondary and primary schools were being educated in these two schools. Of the schools under private management the great majority are controlled by religious denominations. A few schools, however, notably the Martinière Colleges, are managed by governing bodies which are independent of any particular denomination, and a few are owned and controlled by railway companies. Privately owned schools are now a negligible quantity; two such schools only, which at the end of 1906-07 were educating 124 pupils, are included in the returns. All these schools are classed under the head "undenominational," not because no denominational religious instruction is given in them, but because they are not controlled directly by any particular denomination. The work of the various educational agencies as represented by the number of pupils who were on the rolls of their respective schools at the end of the period under review may be shown as follows:—Roman Catholic schools 54·1 *per cent.*, Church of England schools 16·9 *per cent.*, Nonconformist schools 6·7 *per cent.*, schools under the management of the Church of Scotland Mission 2·2 *per cent.*, schools under undenominational management 14·3 *per cent.*, schools under the direct management of Government 3·5 *per cent.* The pupils of the Jewish Girls' School, Calcutta, represent the remaining 2·3 *per cent.*

The preponderance of Roman Catholic schools.

608. The large proportion of the children under instruction who are educated in Roman Catholic schools has frequently been commented upon during the last few years, and in the report on public instruction in Bengal during 1905-06 the educational work of the Roman and Anglican Churches was compared with the figures collected at the last census, which showed that 51·4 *per cent.* of the European population of Bengal belonged to the Anglican Communion, while 36·2 *per cent.* only belonged to the Roman Catholic Church. It was observed with reference to this comparison, that it was to some extent vitiated by the inclusion in the census figures of the British forces, but it was added that it was well known that a large number of Protestant children study in Roman Catholic Schools.

The statistics collected by the Hills Schools Committee.

609. A more accurate idea of the position may be gained by a study of the figures for 1903 which were collected by the Hill Schools Committee for the Provinces of Bengal and the Punjab, and the United Provinces of Agra and Oudh. At the end of that year there were in those three Provinces 168 European Schools with 14,860 pupils. Of these pupils 48·6 *per cent.* were members of the Church of England, 9·9 *per cent.* belonged to other Protestant denominations, 38·2 *per cent.* were Roman Catholics, while the remaining 3·3 *per cent.* consisted of members of other Christian denominations, Jews and other non-Christians. The Church of Rome was controlling during that year 35 *per cent.* of the schools and educating 45 *per cent.* of the pupils under instruction. The Church of England was controlling 20 *per cent.* of the schools and educating 20 *per cent.* of the pupils under instruction. Of the Church of England children under instruction 35 *per cent.* were being educated in Church of England schools, 16 *per cent.* in Roman Catholic

schools, the remaining 48 *per cent.* being in railway schools, in schools controlled by other Protestant denominations, the Martinière colleges, Government schools and private schools. Of the Roman Catholic children under instruction 88 *per cent.* were in Roman Catholic schools, and 3 *per cent.* only in Church of England schools.

Schools by grades and sex of pupils.

Classification of schools into high, middle and primary.

610. The 69 secondary and primary schools returned are classified as follows:—For boys, 7 high schools with 1,639 pupils, 9 middle schools with 1,349 pupils, and 8 primary schools with 572 pupils; for girls, 7 high schools with 1,022 pupils, 21 middle schools with 2,282 pupils, and 17 primary schools with 962 pupils.

Co-education.

611. The preponderance of girls' schools will be noticed, but a considerable number of the schools which are returned as girls' schools are in reality mixed schools. Boys are educated in the lower classes of most girls' schools, and there are several middle schools which are returned as girls' schools, but which educate boys and girls together in all their classes. The Welland Memorial School in Calcutta, a Church of England high school under the control of the Old Church Educational Society, educates both boys and girls in all stages of instruction, though as a fact the number of girls is invariably greater than the number of boys. This school has a headmaster, but all the other members of the teaching staff are women. On the 31st March 1907 there were 84 and 199 girls on the rolls of middle and primary schools for boys respectively, while 950 boys were returned as being on the rolls of girls' schools on that date, *viz.* 200, 437, and 313 on the rolls of high, middle and primary schools for girls respectively.

Expenditure on secondary and primary schools.

Current expenditure.

612. The total expenditure incurred during 1906-07 on the education of Europeans and Eurasians is returned as Rs. 17,77,291. According to the returns this amount was raised as follows:—from Provincial revenues Rs. 4,43,569, from fees Rs. 7,65,544, from subscriptions and endowments Rs. 5,66,213, and from the Calcutta Municipality Rs. 1,965. A sum of Rs. 1,61,823 may be reckoned as having been spent on the current expenses of secondary and primary schools (Rs. 7,38,379 representing direct expenditure, and Rs. 5,23,494 expenditure on boarding establishments). The contribution from public funds towards the current expenses of these schools is returned as Rs. 2,93,357, which represents 23·3 *per cent.* on the total expenditure, and the contribution from fees as Rs. 7,03,278 or 55·7 *per cent.* The balance of Rs. 2,65,238, or 21 *per cent.*, has to be credited to subscriptions and endowments. An examination of the statistics for 1901-02 shows that the total current expenditure on secondary and primary schools in the present area of Bengal was during that year Rs. 11,67,077, and that towards that expenditure public funds contributed Rs. 1,55,790, or 13·3 *per cent.*, fees contributed Rs. 5,42,749, or 46·5 *per cent.*, and subscriptions and endowments Rs. 4,87,438 or 40·2 *per cent.*

Expenditure on buildings.

613. The expenditure on buildings and furniture amounted during 1906-07 to as much as Rs. 3,77,423, and towards this sum Government contributed Rs. 1,12,786, or 29·9 *per cent.* According to the returns the balance is to be accounted for as follows:—from fees Rs. 33,452, from other private sources Rs. 2,31,185. In 1901-02 the total expenditure on buildings and furniture was in the present area Rs. 1,53,998, and the Government contribution towards this sum amounted to Rs. 20,155, or 13·1 *per cent.*

Unreliability of returns.

614. The unreliability of the returns has been emphasised in the last two annual reports on public instruction in Bengal. In the report for 1904-05 it was explained how, when the figures for 1902-03 were scrutinised, it was found that the total amount returned as expenditure from private sources had probably been overstated by about $2\frac{1}{2}$ *lakhs*. In the report for 1905-06 it was pointed out that the expenditure under "boarding charges" had declined by Rs. 1,59,302, although no material change of circumstances had in fact occurred. The circumstances were practically the same during 1906-07, but the boarding expenditure for that year shows an increase of over Rs. 67,000 on the expenditure for 1905-06.

The complexity of the statistics.

615. It is well known that European schools have, practically speaking, to rely on fees and Government grants. The Martinière colleges and the Calcutta Free School are practically the only institutions which are endowed; and a very small amount is ever raised by subscriptions, even towards capital expenditure. It is therefore practically impossible that so large an amount as Rs. 5,66,213 should have been realised from subscriptions and endowment during 1906-07, but this is the sum returned. The fact is that the finances of large boarding schools, which turn over annually a considerable amount of money, and of groups of schools belonging to various religious and other bodies and financed more or less from a common fund, are of so complicated a nature, that an annual return showing accurately what is being spent on the education of Europeans and the sources from which the money spent is being derived, is never likely to be produced, until the whole matter is examined by an experienced accountant, and explicit directions issued with reference not only to the keeping of school account books, but also to the form of returns and the compilation of statistics. The problem has two aspects. In the first place the Education Department should know accurately the financial condition of each European school which is aided by Government. In the second place the annual expenditure of each school should be returned in such a way that the Inspector of European Schools could prepare from the returns submitted a general statement which would show clearly what was being spent and the sources from which the money was being derived. Proposals with reference to this matter have recently been submitted to Government.

The only justifiable conclusion is that more money has been spent.

616. During the last few years every possible endeavour has been made to try and arrive at a true estimate of the financial position; and there are good grounds for thinking that there has been during the quinquennium under review a considerable increase in the expenditure on the education of Europeans, and that this increase has been borne partly by Government and partly by fee receipts.

The cost of the two Government schools.

The Victoria Boys' School, Kurseong.

617. The total expenditure on the Victoria School, Kurseong, amounted during 1906-07 to Rs. 79,395. The cost of tuition, which for the purposes of General Table IV is regarded as direct expenditure, amounted to Rs. 25,931. The sum of Rs. 48,997 quoted above includes a special charge of Rs. 3,755 for new furniture for the commercial class and Rs. 516 spent on grants to cadets. If these charges are excluded, the current cost of the school during the year may be reckoned at Rs. 75,124. The fee receipts during the year amounted to Rs. 27,892 and the average roll number throughout the year was 175. Consequently the working cost to Government during 1906-07 may be stated for purposes of comparison as Rs. 47,232, and the average cost per pupil as just below Rs. 270.

The cost has increased by 75 *per cent.* during the quinquennium.

618. According to the returns the cost of the school has increased during the quinquennium under review by over 75 *per cent.* During this period a technical and a commercial class have been added, and the re-organisation of the Educational Services has increased the cost of the staff. The school buildings are now excellent and the equipment much above the average, but the quality of the teaching staff still leaves much to be desired.

The Dow Hill Girls' School, Kurseong.

619. The total expenditure on the Dow Hill School, Kurseong, during 1906-07 amounted to Rs. 48,997. The cost of tuition, which for the purposes of General Table IV is regarded as direct expenditure, amounted to Rs. 37,630. The sum of Rs. 79,395 quoted above includes an amount of Rs. 831 spent on the purchase of new furniture. If this is excluded, the current cost during the year may be reckoned as Rs. 48,166. The fees realised during the year amounted to Rs. 20,210 and the average number of girls on the rolls during the year was 97. Consequently the working cost to Government during 1906-07 may for purposes of comparison be stated as Rs. 27,956, and the average cost per pupil as just above Rs. 288.

Increase in the cost.

620. The cost of the school has increased during the period under review by over 41 *per cent.* The staff has been increased during the quinquennium and provision has been made for the teaching of the piano on condition

that this branch is made ultimately self-supporting. The re-organisation of the Educational Services has also added to the cost of the staff. During the quinquennium a new building has been provided for the school, and the accommodation is now excellent and the equipment distinctly good. The teaching staff of the school, however, requires improvement. This matter is dealt with in paragraph 659 below.

Grants-in-aid.

The system introduced in 1895 and the revised code.

The abolition of the results-grant system and the revised code.

621. During the first 12 years which elapsed from the time of the introduction of the Bengal code in 1883 Government grants were paid to European schools on a results-grant system. This system was abolished by the committee which revised the code in 1895, and grants payable at various rates on attendance were substituted. The revised code has not yet been introduced in this Province, but the grant-in-aid rules contained in it have been issued and are now in force. Attendance has been retained as the ordinary basis of Government assistance, and the rates formerly prescribed for attendance grants have been continued with the proviso that to the amounts calculated at these rates ten *per cent.* may be added. Provision has also been made for the payment of a supplementary grant to any school "for the efficient maintenance of which the ordinary grants are not sufficient" It is laid down that in the assignment of these grants the Education Department shall have regard to the improvement of the quality and pay of the staff, and it is a condition of such grants that they shall not be applied to the reduction of fees or of voluntary subscriptions. Instead of attendance and supplementary grants a contribution fixed for a term of years may be made to a school under conditions determined by the Local Government.

Attendance grants.

Special grants for orphans and destitute children.

622. Article 30 of the Bengal code for 1897 provided grants of Rs. 2 and Rs. 8 respectively for each free day scholar and free boarder. Whether these grants were intended to be monthly or annual is not clear; in practice they were regarded as annual. The revised rules introduce a special monthly grant of Rs. 8, which may be paid in addition to ordinary grants of all descriptions on account of any orphan or destitute European or Eurasian child, for whom a certificate of a magistrate testifying to destitution can be obtained. Provision is also made for the education at the cost of Government of European and Eurasian children whose parents reside in places where there is no suitable school and are unable through poverty to make arrangements for their education; the cost of conveyance may also under these circumstances be met from public funds.

Building grants.

623. An important addition has been made to the conditions under which building grants are sanctioned. Under the revised rules school managers are required when applying for a grant to forward a certificate testifying to the fact that the funds at their disposal will, when added to the grants, be sufficient to meet the full cost of the work. Had this condition been insisted upon before, much financial embarrassment would have been avoided in the case of certain schools.

Grants-in-aid have increased during the quinquennium by nearly 62 *per cent.*

624. It has already been explained that Government is now spending on European education considerably more than it has ever spent previously. During 1906-07 the grants-in-aid paid to European schools both on current and capital account amounted to Rs. 3,29,080. In 1901-02 the amount paid in the present area of Bengal amounted to Rs. 1,25,079. The Government contribution to aided European schools has increased by just under 62 *per cent.* during the quinquennium under review, and this in spite of fact that in assessing the maintenance grants for 1906-07 the revised rules were only partially introduced.

Increased demand for State assistance.

625. During the period under review there has been a marked decrease in the number of unaided schools. In 1901-02 there were 11 unaided secondary and primary schools out of a total of 65 schools under private management. During 1906-07 there were only 3 unaided secondary and primary schools out of a total of 67 schools under such management. The Martinière College, Calcutta, came under the grant-in-aid system during 1906, and the only important schools which are now unaided are the two Jesuit institutions

in Calcutta and Darjeeling. The latter of these institutions has received capital assistance during the quinquennium. Mr. Hallward's remarks on the increased demand for Government assistance are as follows:—

"The tendency may be regarded as the joint result of the operation of two independent causes, (1) the increasing demand for more efficient teaching, better educational appliances, better school buildings, and for the addition of continuation classes in such subjects as type-writing and shorthand, and (2) the ever-rising expense of living, especially in Calcutta where 70 *per cent.* of the schools are situated, in the matter of rent, food, and servants. These demands for additional expenditure make it increasingly difficult for the managers of unaided schools, in the almost universal absence of adequate endowments, to maintain them without State assistance."

A special Imperial grant.

A special annual recurring grant of Rs. 65,000.

626. A special annual grant of Rs. 2,46,000 was made from Imperial funds in aid of European and Eurasian education in India with effect from the beginning of 1906-07. The share of this grant which has been allotted to this Province is Rs. 65,000 *per annum*. In making the grant the Government of India suggested as objects on which the grant might be spent with advantage (*a*) the improvement of the pay and prospects of teachers, (*b*) the enhancement of grants made in aid of the equipment and maintenance of schools and (*c*) the provision of scholarships on a more generous scale. Pending the contemplated re-organisation of European schools it is not possible to work out any general schemes for increased expenditure under the heads suggested. The Imperial contribution was spent during 1906-07 on special grants to schools to enable them either to improve their teaching staffs or to improve their buildings and equipment. With the funds at the disposal of the Education Department it is not clear that any general schemes for increased grants will be possible. The sound and more economical policy will be to consider the needs of individual schools as they arise and to assist as far as funds permit any well-considered scheme for development which may be put forward. The question of scholarships is dealt with in paragraph 641 below.

Courses of study.

Present conditions.

The code curriculum is still in force.

627. The general scheme of school studies has already been explained in paragraphs 597 and 598 above, and the circumstances under which a conference was summoned at the beginning of 1906 to discuss the question of the grading of schools and the preparation of a curriculum for each grade have been described. The prescriptions with reference to the courses of study which are still in force are those of the Bengal code for 1897, though as has been stated in paragraph 598 above considerable license in the arrangement of their curricula has been of recent years allowed to high schools. The courses of study prescribed by the Bengal code are described in detail by Mr. Nathan in paragraphs 1048 to 1071 of his Quinquennial Review, and what he says of the subjects taught in schools in Bengal holds good, with the qualification just mentioned, of present conditions.

Proposals for the future.

Proposals of the Calcutta conference.

628. The conference which met at the beginning of 1906 laid down two courses of study, one for elementary, and the other for secondary, schools.

The course of study for elementary schools.

629. According to these proposals an elementary school is to consist of an infant section and 6 classes. The curriculum of the infant section is to comprise reading, writing, arithmetic, nature observation lessons, Kindergarten occupations, lessons on geometrical form, and music. The curriculum of the classes is to comprise the English language, including reading, composition and grammar, poetry and literature, handwriting, arithmetic, nature observation work, geography, history, drawing, an Indian vernacular, handwork, music and needlework (for girls only). Supplementary courses are also provided for. An account of these will be found in paragraph 684 below.

Courses of study for secondary schools.

630. Each complete secondary school is to be divided into three sections, (*a*) the preparatory school, (*b*) the general school and (*c*) the upper school. All secondary schools are to teach the same curriculum up to the age

of 16, and after that considerable latitude is to be allowed. As regards the preparatory school, the curriculum of the infant section will be the same as that suggested for elementary schools; in the classes above the infant section the following subjects are to be taught:—Arithmetic, English, history, elementary nature study leading to geography, drawing, a modern European language or an Indian vernacular and practical geometry. The curriculum of the general school is to consist of the following subjects:—English, Latin (optional for girls' schools), a modern European language or an Indian vernacular, mathematics, history, geography, science, elementary botany leading to elementary physics and chemistry, elementary physiology (including hygiene), drawing, manual instruction and needlework (for girls only). Considerable latitude is to be allowed in the curriculum of the upper school.

Examinations.

Examinations held under the code.

631. The Bengal code provided for three public examinations during the school course, namely the primary, middle and high school examinations held at the end of the primary, middle and high stages of instruction respectively. It has already been explained that one of the points on which the Simla Conference laid stress was the desirability of reducing the number of public examinations. Applying this principle to the school education of Europeans and Eurasians the Government of India on the recommendation of the Conference intimated at the end of 1901 that they desired that the primary and middle examinations in the form in which they then existed should be abolished and that the promotion of pupils from the primary to the middle stage and from the middle stage to the high should be left to the managers of schools subject to the control of the Inspector. They explained that they understood that the middle school examination was used largely as a school-leaving examination, and observed that it might be necessary to provide such an examination at the end of the middle as well as at the end of the high stage. They thought, however, that the primary examination should certainly be abandoned. The number of examinations to be reduced.

632. The code committee of 1902 were not altogether in agreement with the views of the Government of India, and they recommended the retention of the primary and middle examinations. The Government of India were not, however, prepared to modify their views, and in the revised code the principle of one school examination and that at the end of the school course is maintained by the abolition of the primary school examination and by the closing of the middle school examination to all except those who are finishing their school education at that stage. The Government of Bengal anticipated the publication of the revised code by issuing revised rules in 1905 which carried out the principle which the Government of India wished to uphold. Scholarships are still awarded on the results of examinations held at the end of the primary and middle stages, and consequently a primary scholarship examination is held annually. This examination, however, serves no purpose other than the award of scholarships. The scholarships at the end of the middle stage are awarded on the results of the middle school examination, which thus fulfils two functions (*a*) that of a school final examination for those who are not reading beyond the middle stage of instruction, and (*b*) that of a scholarship examination for those who are continuing their school studies beyond that stage. Every candidate is required to state clearly for what purpose he is appearing. One public examination and that at the end of the school course.

School examinations conducted by Cambridge University.

633. In 1900 a public meeting was held in Calcutta under the presidency of the then Bishop of Calcutta at which a resolution was passed in favour of the adoption of the Cambridge University local examinations as public tests for the European schools of the Province. The resolution passed at this meeting was forwarded to the Government of India through the Anglo-Indian Association, and upon its receipt that Government made inquiries with the object of The Calcutta meeting of 1900 and the Simla Conference.

ascertaining the relative standards of difficulty of the Cambridge senior local and the high school examinations. The replies received disclosed such radical differences of opinion that the matter was referred to the Directors of Public Instruction who were assembled at the Simla Conference. As a result of this reference it was recommended that Local Governments should encourage the Cambridge senior local examination, wherever there was any local demand for it, and that the Universities should be invited to recognise the examination.

The present position.

634. The Cambridge senior local examination is now recognised by the Government of Bengal as equivalent to the high school or matriculation examination, and the revised code allows a school to prepare candidates for any examination recognised by the Local Government as equivalent to the high school examination, provided that the express sanction of the Inspector to the arrangement has been received. In the revised rules for examinations in European schools which were sanctioned in 1905 the Cambridge senior local examination may be taken in place of the high school and scholarship examination. It is expressly stated that this permission will not entitle a school to send up candidates for the Cambridge junior local examination. These are the standing orders on the subject. Many of the best schools in the Province have now definitely abandoned the high school examination in favour of the Cambridge senior local examination.

Results.

The middle and high school examinations in 1906.

635. At the high school and scholarship examination of 1906-07, 92 candidates appeared, of whom 35, or 38 *per cent.*, were successful. At the middle school examination 75 appeared, of whom 29, or nearly 40 *per cent.*, were successful. One high school candidate passed in the first division; in the middle school examination no candidate was placed in the first division.

The unsatisfactory results of recent examinations and the conclusion which must be drawn from them.

636. The results of these examinations have been extremely unsatisfactory for the last two years. In 1902, 76·7 *per cent.* of the candidates passed the high school examination; in 1905, 27 *per cent.* only were able to qualify. In 1903, 45 *per cent.* of the passes for the high school examination were placed in the first division; in 1906 less than 3 *per cent.* were so placed. It is quite clear that the standard of the examination has actually been raised, though the conditions have remained precisely the same, and the appointment for the last three examinations of examiners of a rather different type is no doubt partly responsible for the increase in failures. It must also be remembered that not a few of the most efficient schools have for the last few years ceased to send up pupils for the examination. It is readily admitted that the examination is in many ways not a good one. The insistence on a pass in each of the three branches of English and the prescription of 50 *per cent.* as the pass mark in the English essay which constitutes one of the branches, has resulted not infrequently in the failure of individual candidates who were up to the general standard. Moreover, the idiosyncracies of individual examiners—a factor which can never be wholly eliminated but which in the absence of a revising board it is difficult to control—and especially of the examiners in English, may perhaps have influenced unduly the results of the examinations of particular years. But when every allowance is made, it is difficult to explain away the discredit which the results of the last two years reflects on the work of the schools concerned, though as against this it is only fair to point to the fact that the results obtained by the candidates sent up for the Cambridge examinations have been on the whole satisfactory.

Cambridge University school examinations.

637. Five schools sent up candidates for the Cambridge University local examinations of 1906. The results obtained were as follows:—At the senior examination 9 candidates appeared and 8 passed; at the junior examination 21 candidates appeared and 17 passed; at the preliminary examination 23 candidates appeared and 22 passed. These results are very satisfactory. The success of the Diocesan Girls' School, Darjeeling, calls for special mention. This school sent up 18 candidates and passed every one of them, gaining also one second class honour in the junior examination and 5 second class honours in the preliminary examination.

638. Thirty-seven candidates appeared at the matriculation examination from three European schools. Of these 20 passed, 10 in the first division. Loreto House, Calcutta, passed 3 out of 5 candidates presented, all in the first division. Calcutta University matriculation examination.

Proposals for the future.

639. The conference which met in Calcutta at the beginning of 1906 recommended that for elementary schools the school final examination should be conducted *in situ* by a board of three examiners, one member of which was to be a member of the school staff. The examination is to be held on the whole curriculum attempted, and is not to aim at more than testing whether the pupils presented have profited by the instruction which they have received and have attained to a certain standard of proficiency in the various branches which they have studied. As regards secondary schools the conference recommended the adoption of the Cambridge University senior school certificate examination as the school final examination. This examination is the Cambridge senior local examination taken under certain specific conditions; and no institution can send up candidates for the certificate examination, unless it is recognised by the Cambridge authorities as a secondary school. For the purposes of recognition the Cambridge authorities have agreed to accept the recommendations of the Education Department of the Province. Definite proposals on these lines have been submitted to Government. It has also been proposed that secondary schools should be allowed to present candidates at the Cambridge University junior school certificate examination, which is the junior local examination taken under certain conditions by schools recognised as secondary. The presentation of candidates at the junior certificate examination is not to be regarded as in any way incumbent upon secondary schools; the proposal is, that it should be allowed, if for any special reasons it is found to be desirable. The Cambridge University senior school certificate examination for secondary schools and a school final examination *in situ* for elementary schools.

640. The decisions of the conference were undoubtedly wise, and the abolition of the code examinations will certainly not be a matter for regret. In the first place the examinations in themselves are not above criticism. The middle school examination with its two compulsory subjects and its long list of optionals is not a proper test of the work of elementary schools, nor can the high school examination under its present conditions be regarded as a satisfactory coping stone of an adequate secondary school curriculum. Further, school authorities generally have no confidence in these examinations, nor can this distrust be ascribed altogether to the recent failures; for some of the best schools abandoned the code examinations long before these results were recorded. In the face of this want of confidence it would be idle for the Department to persist in conducting examinations which nobody wants and for which it is by no means easy to arrange; for the number of persons unconnected with the schools presenting candidates and yet capable of examining them is extremely small. The University of Cambridge has an elaborate machinery for examining schools; it can command the services of highly competent examiners and its certificates are recognised throughout the British Empire. It has not, of course, any knowledge of the particular local needs of European schools in India. This is no doubt a disadvantage, but it is probably one which is more than compensated by the advantages of relieving the Provincial Educational Department of the task of examining secondary schools for Europeans. The teaching and not the examining of schools is the primary concern of the Department. The abolition of the code examinations.

Scholarships.

Present conditions.

641. Before the abolition of the primary and middle examinations scholarships were awarded at the primary, middle and high examinations. Since the issue of the revised examination rules in 1905 scholarships have been awarded on the results of the primary scholarship examination, the middle scholarship examination, and the high school and scholarship examination. Examinations at which scholarships are now awarded.

642. In the revised code the value of primary, middle and high scholarships has been raised and, as explained in paragraph 591 above, two The scholarships of the revised code.

new kinds of scholarships have been introduced, namely scholarships of Rs. 30 a month to be awarded at the intermediate stage of a University or professional or technical course, and scholarships of Rs. 40 a month, to be awarded at the bachelor stage of a University course or at the corresponding stage of a professional or technical course. The former scholarships are called collegiate, the latter final; both are to be tenable for 2 years. Collegiate and final scholarships have not yet been made available in this Province, but the rates of primary and middle scholarships have been raised from Rs. 5 and Rs. 8 to Rs. 8 and Rs. 12 a month respectively; while high scholarships, which were formerly awarded at Rs. 10, Rs. 15, and Rs. 20, have now been raised to a uniform rate of Rs. 20. Proposals with reference to collegiate and final scholarships have been submitted to Government.

The special University scholarship.

643. The special scholarship of £200 a year tenable in a University in Europe has been mentioned in paragraph 592 above.

Proposals for the future.

The recommendations of the Calcutta conference and the proposals which have been submitted to Government.

644. The proposals, which the conference, which met in Calcutta early in 1906, made with reference to examinations for European schools have already been described. With reference to scholarships they recorded two recommendations—(1) the general principle underlying the giving of scholarships should be that they should aim at enabling a promising pupil to pass through the whole course either at an elementary or at a secondary school. They should also be used to enable pupils of special promise to pass from a secondary school to a University or to some institution giving technical or professional education; (2) that the money available for scholarships should be divided equitably among schools and spent at the discretion of the principals of such schools in part payment of the fees of deserving pupils who are in need of pecuniary assistance. It has not been found possible to adhere exactly to the recommendations of the conference, but what has been proposed is that scholarships should be awarded on the results of the elementary and the secondary school final examinations, and that a certain sum of money should be placed annually at the disposal of the Director of Public Instruction to be used at his discretion in the assistance of poor, but deserving, pupils on the lines of the first recommendation of the conference. These proposals are now before the Government of India.

Teachers.

The number and qualifications of teachers now employed.

The conclusions of the Fourth Quinquennial Review and the criticism of the Hill Schools Committee.

645. The conclusion which was recorded in the Fourth Quinquennial Review with reference to the teachers of European schools was that numerically the staff of the schools was generally fairly adequate, but that it was a grave defect of the system that so few of the teachers recruited in India had received "any special training to fit them for their duties." The Hill Schools Committee commented severely on the lack of qualifications which they found in the teachers of the schools, especially the boys' schools, which they visited; and they contrasted this state of affairs with the conditions which obtain in secondary schools in England, where the teaching is already entirely in the hands either of trained elementary school masters or graduates and will be before long confined to graduates who have had some special training for the teaching profession.

Numbers adequate but quality unsatisfactory.

646. An examination of the return of teachers employed in European schools in Bengal during 1906-07 bears out the truth of these observations. Four hundred and sixty teachers are returned, which means that there are on an average one teacher to every 16 pupils. This is satisfactory, but a scrutiny of the qualifications discloses a state of affairs which suggests serious misgivings. Of the teachers returned 23 only, or less than 5 *per cent.*, are graduates, and only 42, or just over 9 *per cent.*, have had any kind of training; while 95, or over 20 *per cent.*, possess no qualifications whatever, and 58, or over 12 *per cent.*, have no other diploma than that of the middle school examination.

The training of teachers.

The views of the code revision committee of 1895 and the opening of the Kurseong training class.

The two rival views.

647. Perhaps no educational problem has ever been discussed through a greater number of years than the question of the training of teachers for European schools in India. Proposals, which were intended to be definite, were put forward in the early eighties, but to make the present position clear it is not necessary to go back further than 1895. The committee which in that year revised the code emphasised the necessity for making arrrangements for the training of teachers, but they were unable to come to an agreement as to the means by which this training should be carried out. Briefly, there were two views. One was that a training college should be established at which, in addition to the practical study of teaching, students should undergo "for a comparatively prolonged period a continued education and a general training in the habits of study, observation and reason." The other view, of which Sir Alfred Croft was the champion, was that nothing further should be attempted than a practising school "at which the actual art of tuition and that alone would be taught" for a few months only. The latter proposal was based upon the consideration that the prospects of teachers in European schools in India were so poor, that it would be hopeless to expect them to undergo a long course of training, and that the whole enterprise was so venturesome, that any large outlay could not be justified. The report which the committee submitted to the Government of India was divided, and the only immediate result which followed was that in 1896 that Government recorded a view to the effect that it might be possible to found a school in Bengal at which Sir Alfred Croft's scheme might be given a trial.

The proposals of 1896—1899 and their outcome.

648. The next three years saw the incubation of various abortive schemes for developing one or two schools in Calcutta into practising schools at which students could be trained, and the rejection of a scheme for establishing in conjunction with the Government of the North-Western Provinces a training college at Lucknow. The final outcome of all these discussions was the opening in 1899-1900, at the Victoria School, Kurseong, of the training class the working of which has been described in paragraph 317 of this report. The resignation at the end of 1903 of the Principal of the Victoria Training College and the fact that up to that time only one male European student had been trained necessitated a reconsideration of the arrangements, and the training class was at the beginning of 1904 transferred to the Dow Hill Girls' School. It has since been confined to female students.

The recommendations of the Simla Conference and the proposals for the training of male teachers.

The proposed central college at Allahabad.

649. The Directors of Public Instruction who were present at the Simla Conference recorded a resolution to the effect that the training arrangements for teachers in European schools were inadequate and that it was desirable that a central training college for males should be tried experimentally at some such centre as Allahabad, but that it would probably not be necessary or desirable to undertake the training of more than 25 students at one time. In forwarding this resolution to the Government of Bengal the Government of India inquired whether looking to the arrangements which had already been made in Kurseong, it was necessary for the Government of Bengal to join in the proposed scheme for a central training college at Allahabad. This question was answered in the affirmative by the late Director of Public Instruction.

The Allahabad scheme abandoned.

650. The Hill Schools Committee which was appointed in 1903 visited a considerable number of schools in the three Provinces of Northern India, and in the course of their visits they found practically everywhere strong views as to the unsuitability of Allahabad as a site for the proposed training college and as to the desirability of locating the college in the hills. Out of deference for these views the Government of India have decided to abandon the Allahabad proposal and to open a training class for European male teachers in connexion with the Lawrence Military Asylum, Sanawar. A special officer for this class has already been appointed.

The training class at the Dow Hill School, Kurseong.

The transfer of the class from the Victoria School.

651. The transfer of the Kurseong training class from the Victoria to the Dow Hill School has already been mentioned. The course followed at the Victoria School was for one school year, *i.e.*, about 9 months, and when the transfer of the class was arranged it was not proposed that the course should be extended. In these circumstances it was decided that the class should be conducted by the Head Mistress of the Dow Hill School assisted by a mistress of method, who was to be recruited in England. Shortly, however, after the class had been started at the Dow Hill School, it was represented that very little good could result from a course of less than two years. The course was accordingly lengthened to that period with the consent of Government, and the Secretary of State was asked to appoint a second mistress of method.

The working of the class during 1904.

652. During the whole of 1904 the class had to depend for instruction upon the Head Mistress, who naturally had many other duties, and one of the assistant mistresses of the Dow Hill School, who in addition to her ordinary duties was given some work in connexion with the training class. As was natural, the students did not make very much progress under this *régime*, and at the end of the year it was found that not one of them came up to anything like the standard at which a certificate could be awarded. They were all sent back to the class for another year's training.

The working of the class during 1905.

653. Early in 1905 the class opened with 18 students, 10 in the first year and 8 in the second, and in April of that year a lady arrived from England to take up the post of mistress of method. This lady was entirely unfit for the post to which she had been appointed, and after 5 months' work she resigned. The results of the examination which was held at the end of 1905 were very poor. Certificates were awarded to 5 out of the 8 second year candidates, but the conditions of the examination had to be relaxed; otherwise only one student could have been declared successful.

The working of the class during 1906 and the present conditions.

654. At the beginning of February 1906 the second mistress of method, whose appointment had been sanctioned when the course was extended, arrived in India. A little later in the year the Department was fortunate in being able to obtain locally in the place of the mistress of method who had resigned the services of an English lady who had qualified for a degree at Oxford University and possessed considerable teaching experience. This lady worked through practically the whole of the session, but resigned at the end of the year. In her place Miss Davies, who was formerly head mistress of the Kindergarten department of the Welland Memorial School, Calcutta, was appointed. Miss Davies' subject is Kindergarten and the intention of her appointment is that, if the proposal to establish a separate training college, an account of which is given in paragraph 657 below, is sanctioned, she shall be appointed assistant mistress of Kindergarten method in the college. Under existing conditions the training class is in the hands of the Head Mistress of the Dow Hill Girls' School, who can only give part of her time to this work, and of two mistresses of method. The Head Mistress, however, had to go on leave in May of this year and Miss Davies had to be appointed to act in her place. Consequently the class has for the greater part of this year had to depend for instruction on the mistress of method and Miss Davies, who, in addition to the work for which she was appointed, has had to take over all the responsibilities of the school, a large institution which was practically strange to her. This arrangement was from the point of view of the training class eminently unsatisfactory, but it was inevitable.

The examination of 1906.

655. At the examination which was held at the end of last year 7 senior students appeared and 13 junior. The results were more satisfactory than in former years, a fact which the examiners ascribe mainly to the presence of the Oxford University lady on the staff. Certificates were awarded to all the senior students, and 12 out of 13 of the junior students were declared to be sufficiently qualified to take up the second year course. The examiners, however, found it necessary to comment severely on the lack of independent thinking among the seniors, especially in the adaptation of methods of teaching to local conditions, and on "the deplorable lack of general information and few signs of independent reading" among the juniors. The former defect they ascribe

largely to the inadequacy of the staff. Their remarks on this point are as follows:—

"In a training college students require, especially in practical work, a very large amount of individual attention. If they are to be restricted to class lectures on methods and a few words of criticism on their teaching, they are bound, if they are as handicapped by defective education as these students, to teach in a stereotyped manner. In an adequately staffed training college each student ought to work out a syllabus of lessons individually with the lecturer, who ought also to go through every set of notes of lessons with the student working under her supervision on that subject."

The course of study.

656. The course of studies followed in the training class includes (1) the methods of teaching the subject of an ordinary school curriculum, (2) psychology, (3) school management and school hygiene, (4) the history of education, (5) drawing, (6) singing (the tonic *sol-fa* notation), and (7) needlework and cutting out. The senior students give five lessons a week in the Dow Hill School and the junior students three lessons a week each.

Proposal to establish a separate training college at Kurseong.

The inadequacy of the existing arrangements.

657. The inadequacy of the existing arrangements was pointed out at the end of 1905 to the Director of Public Instruction both by the Inspectress of Schools and by the Inspector of European Schools. Both these officers emphasised the desirability of establishing a training college for female students which should be an institution independent of, though not of course unconnected with, the Dow Hill School. In addition to the necessity for providing a larger and more efficient staff for the training work they laid stress on the importance of the students being members of a college, that is to say of an institution the discipline and organisation of which is not that of a school. Independence of mind and character is essential in a teacher, and these characteristics have not as a rule been strongly developed in the students, when they join the training class, nor have the lives which they have led at the Dow Hill School under conditions which differ slightly from those of school girls tended to foster these traits.

The students should be taught to regard themselves as members of a college and not as school girls.

The staff proposed for the training college.

658. The Government of Bengal gave its sanction to the scheme being proceeded with, and definite proposals have now been submitted for the establishment of a training college to accommodate 30 female students with a staff of its own consisting of a lady principal, an assistant lady principal, an assistant mistress of Kindergarten method, and an assistant mistress to teach domestic science.

The improvement of the Dow Hill School and the establishment of two preparatory schools.

659. The improvement of the Dow Hill School, so as to make it as far as possible a model institution, is under consideration, and it is proposed to add to the two Government schools which now exist at Kurseong a preparatory school for boys and a preparatory school for girls. Thus there will be three schools available for the practical work of the students.

The training of Kindergarten teachers at the Welland Memorial School, Calcutta.

The working of the class from 1897 to 1904.

660. In the year 1897 the Old Church Educational Society, which controls the Welland Memorial School, Calcutta, brought out from England a lady who had had some training as a Kindergarten teacher. Towards the cost of this lady's employment Government made a special grant of Rs. 100 a month on condition that students were trained by her to be Kindergarten teachers. This lady resigned at the end of 1904. During her incumbency some fifteen students went through a course of training.

The scheme sanctioned in 1904.

661. On the resignation of this lady a scheme was put forward by the Old Church Educational Society for the payment of an enhanced grant which would enable them to employ another Kindergarten mistress recruited in England and to provide stipends for the students under training. This scheme also contemplated the affiliation of the Welland Memorial School Kindergarten to the training class at Kurseong. These proposals were accepted by Government; a special grant of Rs. 250 a month was sanctioned; the training course was extended to two years; and the class was affiliated to the Kurseong class in the sense that arrangements were made, whereby Kurseong students who wished to specialise as infant school teachers might spend the second year of their course

in the Welland Memorial School Kindergarten. At the beginning of 1905 Miss Davies, who is now at Kurseong, arrived from England and took up the post of Head Mistress of the Kindergarten.

The abolition of the training class.

662. The scheme was not successful. Miss Davies was very well qualified for the work, but the conditions under which she had to attempt to train students were quite impossible. Moreover, no students were found willing to leave Kurseong for the second year of their course and join this training class; nor did it seem likely that any students would be willing to avail themselves of this arrangement, seeing that it was not proposed to make any arrangements for their board and lodging and that all that was offered in exchange for the many advantages of Kurseong was an allowance of Rs. 30 a month. The training class was abolished at the end of 1906.

Proposed arrangements for the training of infant school teachers.

663. It has already been explained that it is proposed that there should be a mistress of Kindergarten method on the staff of the suggested training college. It is doubtful whether there is much opening in European schools in Bengal for teachers who are purely specialists in Kindergarten methods; but the greater part of the teaching of young children of both sexes is in the hands of women, and it is therefore essential that the great majority of girls who intend to become teachers in European schools should know something of the principles which underlie the modern developments of infant school teaching and have had some experience of their practical application.

Examinations during 1905 and 1906.

664. At the end of 1905 four students of the Welland Memorial Kindergarten class were presented at the certificate examination, but none of them were found to be up to the standard required. Three of these students returned to the class and were examined at the end of 1906. On the results of the examination held at the end of that year all three were awarded certificates.

Professional and technical training.

General remarks.

No special institutions for any profession but teaching.

665. The returns show Europeans and Eurasians studying for the professions of engineering, law, medicine, teaching and agriculture. Teaching has already been dealt with. For the other subjects there are no institutions specially designed for Europeans, though there is an engineering class attached to the Victoria School, Kurseong, to which none but Europeans and Eurasians are admitted. As a rule Europeans and Eurasians receive professional and technical training in the general colleges and schools.

Law.

Three students.

666. Very few Europeans or Eurasians study for the legal profession in India. Only three such students were returned as attending law classes on the 31st March 1907.

Medicine.

Decline in the number of students.

667. There were 59 European and Eurasian students in the Medical College, Calcutta, on the 31st March 1907. Of these 46 were males and 13 females. At the end of 1901-02 the number of these students was 99 (88 males and 11 females), so that in the matter of male students there has been a marked decline. There were on the 31st March 1907 no European or Eurasian students in medical schools.

Why do not more European and Eurasian girls become doctors?

668. It is a matter for surprise that more European or Eurasian girls do not take up the study of medicine, seeing that the demand for lady doctors in India is so large. A considerable number become hospital nurses, which shows that among the women of the domiciled Anglo-Indian community there is no general disinclination for medical work. Probably the explanation must be sought partly in the fact that the general education which the majority of girls receive is such that they could scarcely hope to get through a medical course. In 1904 the present Director-General of the Indian Medical Service informed the Hill Schools Committee that out of the 55 Eurasian military students who were then at the Medical College there were "at most ten, and perhaps not more than five, who on any reasonable standard can be said to have at once character, capacity, and intellectual attainments sufficient for the requirements of a student of medicine, if he is to be considered satisfactory."

Art.

669. As explained in paragraph 403 of this report two European girls were students of the Calcutta Art School on the 31st March 1907. There were no European male students on that date. European students in the Calcutta School of Art.

Agriculture.

670. On the 31st March 1907 one European was attending the agricultural class at the Sibpur College as a special student. The Sibpur agricultural class.

671. There is a farm at Kalimpong which belongs to the Colonial Homes, and on this farm some of the elder boys of the homes undergo practical training in farming. The training includes instruction in the manufacture and repair of simple agricultural implements. A special agricultural teacher has now been recruited in England, and this training will be developed. St. Andrew's Colonial Homes, Kalimpong.

Commerce.

672. The quinquennium under review saw the opening of a commercial class for Europeans and Eurasians in connexion with the Victoria Boys' School, Kurseong. Briefly what was proposed was that boys who had passed at least the middle school examination should be put through a three years' course, calculated to make them useful assistants in a merchant's firm. The course, which is quite a simple one, comprises English (including correspondence and *précis* writing), arithmetic, commercial history and geography, a vernacular language, shorthand and type-writing and book-keeping, with algebra as an optional subject. Provision was also to be made, if practicable, for lectures in more specialised subjects connected with commerce. The course ends in a certificate examination conducted by the Commerical Examination and Advisory Board, the institution of which is described in paragraph 382 of this report. An excellent building was constructed for the accommodation of the class; all the necessary equipment was provided, and an adequate staff was appointed which included a senior commercial master recruited in England who was to conduct the class under the general supervision of the head master of the school. The commercial class at the Victoria School, Kurseong.

673. The class opened at the beginning of 1906 with 8 boys, but no fresh boys joined the class at the beginning of this year, by which time the class had dwindled to 4 boys in the second year class. Just after the close of the period under review Mr. Hallward, who had just taken up the work of Inspector of European Schools, was deputed to inspect and report on the work of the class. His report shows that it will be necessary to make entirely fresh arrangements for the conduct of the class. Its want of success.

674. Two commercial classes in Calcutta appear in the returns of the Inspector of European Schools, one for males, conducted in the Dharamtala Branch of the Young Men's Christian Association, the other for females conducted by the Young Women's Christian Association in Sudder Street. The former class, which was attended on the 31st March 1907 by 31 pupils, gives instruction in shorthand, type-writing, mathematics, French and esperanto; the latter, which was attended on the same date by 72 girls, confines itself to instruction in shorthand and type-writing. Commercial classes in Calcutta.

675. A considerable number of European schools give instruction in type-writing; a lesser number in type-writing and shorthand. In connexion with this work there appears to be a certain lack of definiteness of aim and a tendency to intrude these subjects into the curriculum at too early a stage. As regards the question, what can be done at schools to prepare European boys for business life, the following remarks by Mr. Arden Wood, Principal, La Martinière College, Calcutta, may be quoted:— Commercial instruction in general schools.

"Another development which seems desirable in a school situated in a great commercial centre like Calcutta is the systematic preparation for business life of boys whose general education has reached a certain stage. But experience has shown that it is not advisable for scholars to begin to learn shorthand until they have reached such a standard of education, at least, as is indicated by the Cambridge junior local examination, and it is all the better if, after beginning shorthand, they continue to work for the senior local examination. There is an ample field for boys of good education who leave school at the

age of about 18, especially if they can write shorthand at a fair speed, and transcribe accurately on the typewriter what they have written. At present, the demand for boys with these qualifications is greater than the supply."

676. The conference the convening of which has been described in paragraph 597 above passed a resolution recommending that the pupils of secondary schools should not be allowed to specialise in commercial or technical subjects until they had obtained the Cambridge University junior school certificate.

Engineering.

European pupils at the Sibpur College.

677. There were 45 European students (excluding the one in the agricultural class) at the Sibpur College on the 31st March 1907. Of these 4 were in the Engineering Department, and 41 in the Apprentice Department. It has already been mentioned that the candidate who passed first in the B. E. Examination of 1906 was a European from the Sibpur College, and that this lad has gone to Cornell University for further training in engineering.

The sub-overseer class at the Victoria School, Kurseong.

678. A sub-overseer class for Europeans and Eurasians was opened at the beginning of 1904 in connexion with the Victoria School, Kurseong. This class has been quite successful. It opened with 8 students and at the end of the period under review it contained 14 students, 8 in the first year class and 6 in second year class. Eleven students have been sent up from this class for the sub-overseer examination of the Sibpur College, and of these 7 have been successful. The first, fifth and sixth places on the lists of this examination have been filled by members of this class. Mr. Barnes, the Head Master of the Victoria School, reports that the greater expense of the Sibpur College prohibits the poorer pupils of the Victoria School from continuing their training there after the sub-overseer examination, and thus curtails the usefulness of the class. He suggests that the sons of Government servants should be allowed to continue their training at the Sibpur College on the fees paid at the Victoria School.

The Jamalpur night school.

679. The night school for East Indian Railway apprentices of Jamalpur gives instruction in applied mechanics, algebra, mensuration and in the construction of steam engines and machines. The average nightly attendance during 1906-07 was 48.

680. A proposal for starting a sub-overseer class in connexion with St. Andrew's Colonial Homes, Kalimpong, has recently been sanctioned.

The Goethals Memorial Orphanage.

681. At the beginning of this year a Roman Catholic school, called the Goethals Memorial Orphanage, was opened at Kurseong. The school is conducted by the Irish Christian Brothers and its aim is to give a general education which shall not go beyond the present middle standard, but which shall include manual instruction as a compulsory subject. For boys who have passed through the whole of the ordinary school course it is proposed that a class teaching the sub-overseer course should be arranged.

The domestic training of girls.

St. Helen's Convent, Kurseong.

682. St. Helen's Convent, Kurseong, is the only school at which there is a recognised department for the special domestic training of girls. In this department cookery, needlework, dress-making, sick-nursing, and the compounding of medicines are taught. The department is well equipped, but, as reported in paragraph 183 of the report on public instruction for 1905-06, its usefulness has been curtailed in the past by the fact that girls who join it are not willing to stay long enough to get the full benefit of the instruction.

General domestic training at girls' schools.

683. Practically all orphanages and schools for poor European and Eurasian girls devote considerable attention to the domestic training of their pupils, and some attempt instruction in dress-making and cookery. Needlework and domestic economy are taught at most girls' schools, but judging from the reports of recent examiners, the latter subject as taught is not of much practical value. The domestic training of the girls at the Colonial Homes at Kalimpong is very thorough, for they do all the domestic work which is required in the management of the homes, and the elder girls are trained both in the hospital and in the home for babies. As was stated last year, greater organisation and definiteness of

aim is required in connexion with this work generally. It is hoped that before long the new training college will be offering a systematic training in domestic science.

General proposals for the future.

684. The general curricula for elementary and secondary schools which the Calcutta conference of 1906 put forward have already been described. In addition, however, to the ordinary school courses, the conference recommended that provision should be made, where possible, for technical and commercial courses to be taken by pupils who have passed the elementary school final examination. For these courses, which would in fact be supplementary to the elementary school curriculum, the following general scheme was recommended:—(1) Commercial course,—(*a*) book-keeping (including the purpose and proper form of commercial documents), (*b*) hand-writing, (*c*) shorthand, (*d*) type-writing, (*e*) commercial geography; (2) Industrial course,—(*a*) geometry, (*b*) algebra, (*c*) mensuration, (*d*) mechanics, (*e*) wood-work and iron-work; (3) Agricultural course,—(*a*) mensuration (with regard to land measurement and surveying), (*b*) elementary agricultural botany, chemistry, and geology, (*c*) study of newspaper reports, (*d*) repair of agricultural instruments; (4) Domestic economy (*a*) cookery and general house management, (*b*) dress-making, embroidery and lace-making, (*c*) sick-nursing and dispensing. It was resolved that the first two years of the apprentice course of the Sibpur College should be recognised as alternative to course (2), and that the following subjects were to be taken in connexion with all the courses:—(1) English, including a study of standard literature and composition, (2) arithmetic, including applied arithmetic and practice in expertness of calculation, (3) the keeping of ordinary accounts, and (4) drawing. It was recommended that these courses should be recognised by the Education Department and assisted by special grants.

The proposals of the Calcutta conference.

Recognition of secondary schools by the English Board of Education.

685. Under the Board of Education Act of 1899, a register for teachers educated and trained in the United Kingdom was opened by the Board of Education in London. The register has two columns, one of which, column B, is for secondary school teachers. One of the conditions which must be satisfied before a teacher's name can be entered in column B of the register is at least one year's satisfactory work as a teacher at a recognised secondary school. The English Board of Education consented to extend this recognition to such secondary schools for Europeans in India as appeared to them on information forwarded through the Government of India to come up to the standard required. The following schools in Bengal have been recognised for this purpose:—St. Paul's and the Diocesan Girls' School, Darjeeling, the Martinière Colleges for boys and girls and the Pratt Memorial High School, Calcutta, and the Victoria Boys' School, Kurseong.

European Schools in Bengal recognised for the purpose of the qualifying service required for admission to column B of the register.

Volunteering.

686. At the end of 1906-07 there were 1,162 efficient cadets in the European Schools of the Province. The cadet grant during the year amounted to Rs. 6,972.

Efficient cadets and grants.

General remarks.

The two phases of the problem.

687. The problem of the education of the domiciled Anglo-Indian community has, broadly speaking, two phases; the education of the children of the middle class whether they are of pure or of mixed European descent, and the education of the lower stratum of the Eurasian community. Each phase of the problem is capable of sub-division. The middle class of any community is always vaguely defined, and what has been suggested above as the first phase of the problem considered as a whole contains within itself questions which are distinct in the same way as the needs of different sections of the middle class vary. But the degrees of difference which separate the various sections of the middle class of the domiciled Anglo-Indian community, one from another, accentuated as they are by divisions of race, are as nothing

The education of the middle class of the domiciled Anglo-Indian community is a problem quite distinct from that of the lowest Eurasians.

before the gulf which divides the pure European and the respectable Eurasian who have to look to India for the education of their children from the lowest section of the half-caste community.

The problem of the Eurasian slum class is distinct from the problem of the slum populations of Europe.

688. It may be contended that a distinction between the respectable and the slum population could be drawn in any country, and so it undoubtedly could; but the problem of the slum Eurasian population in India is certainly different from that of the slum populations of Europe. The destitute Eurasian, however deplorable his position or remote his connexion with Europe, clings tenaciously to the fact that he is in part European. As such he will not do the manual work of the casual labourer and indeed, as has been frequently pointed out before, the work is under Indian conditions practically closed to him. The climate and the charity of the bazar make the life of the destitute in a town like Calcutta much less physically painful than that of the destitute in a European town. Consequently in the life of the lowest of the half-caste community you have ideal conditions for the creation of loafers.

The Eurasian question.

A sketch of Eurasian slum life.

689. One phase then of the problem of European education in India is what may be called specifically the Eurasian question; a question the most lurid aspect of which, as far as this Province is concerned, is presented by the Eurasian slum population of Calcutta. A well known Calcutta gentleman has recently investigated the conditions under which the lowest half-castes of that city live, and the following is an extract from his account of some of the most frequented Eurasian quarters:—

> "The usual accommodation per man or per family consists of one room, often partially subdivided, containing a water tap and built in *pucka*, *i.e.* brick. * * *
> An alternative to this is the occupation of a building in tenements. * * *
> Proceeding northward, the conditions rapidly deteriorate. *Kutcha* houses rapidly replace *pucka* habitations in greater and greater numbers, until finally the conditions of life in the lowest class on the borders of "Chinapara" (or the Chinese quarter) are in a large measure hardly distinguishable from those found in the lowest *bustis* in Calcutta. To see the lowest of them all, leave Bow Bazar by Phear's Lane, follow this till it meets Hide Lane, and then take the latter and wander round the maze of crooked narrow streets until you reach Tirettta Bazar. Here live in the so called *kintals* (another word for almost pure *busti* life) the lowest class of Eurasians in Calcutta. Here you may see the greatest mixture of type of face and form that I have known anywhere; here you may find conditions of promiscuity and immorality quite unnameable; here you may see children, bright children too, growing up cursed from their birth and practically without a helping hand predestined to become loafers in the streets or worse."

The Eurasian slum problem is one of the tasks before European schools.

690. To do something to give the children of these classes a chance of rising above their surroundings and to prevent others from sinking into conditions of life such as are described above is one of the tasks with which European schools in India are confronted.

The work of St. Andrew's Colonial Homes, Kalimpong.

691. The most thorough attempt which has been made to grapple with the Eurasian problem is undoubtedly that which the Reverend Dr. J. A. Graham of the Church of Scotland Mission has inaugurated in the establishment of St. Andrew's Colonial Homes at Kalimpong.

> "Here," to quote from a recent report of Mr. Hallward's, "on truly sound and original lines the great problem is being solved of the education and future destiny of over 200 waifs and strays of European and Eurasian humanity, of the many fatherless and motherless by fate, or shame, or thoughtless neglect, or callous selfishness. The creator of these Homes set himself deliberately to eradicate in early childhood the seeds of that inveterate vice of the country-born or half-caste, the indolent contempt for honest labour; to breed in a pure air and in a climate where white folk can thrive a race of sturdy, self-reliant, God-fearing, lads and lasses, trained to walk and run and leap barefooted and bare-legged, to work with their hands and think no scorn, and to be wholly independent of the household service of the people of the land."

The development of the work.

692. Space does not permit any detailed description of Dr. Graham's principles or aims. Moreover, they are well known. It is extremely gratifying however, to be able to record the success which up to the present has attended the work of the Homes. On the 31st March 1901 there were 15 children in one cottage and the total number of workers in connexion with Homes was 3. On the 31st March 1907 there were 195 children in 7 cottages

and 29 workers. The total recurring cost of the scheme from the beginning has amounted to Rs. 2,29,507; 53 *per cent.* of the cost has been defrayed by public subscriptions; 17 *per cent.* by Government; and the balance from fee receipts. At the school attached to the Homes a sound elementary education is given by trained teachers imported from Great Britain. The farm attached to the homes has already been mentioned. There are also workshops and smithies in charge of trained Europeans, and, as stated in paragraph 680 above, instruction up to the sub-overseer standard of the Apprentice Department of the Sibpur College will soon be available. The religious training is arranged on broad lines; all the "reformed churches" have full privilege of giving special teaching to their own children. For Church of England children, for instance, there are classes conducted by English ladies who belong to that communion.

The future of the children.

693. Eighty-two children have left the Homes since the scheme was started. For 23 of these the Homes found openings; these 23 children are now employed as follows:—One in railway work, one in the Government Agricultural Department, 2 in industrial work in Calcutta, 2 in mission work, 2 in the Royal Artillery. Twelve are in a training ship in England preparing for the Royal Navy, while two have gone to British East Africa and one to Western Australia. In the future Dr. Graham hopes to train a large number of boys for the Apprentice Department of the Sibpur College, while some, he expects, will take up work in the Agricultural Department and a certain number will go to the Colonies. The principal opening designed for the girls is sick nursing and the nursing of children. The establishment of a guild of nurses with the Homes at Kalimpong as its headquarters is contemplated.

The great majority of Eurasian children will remain in towns in the plains.

694. The most effective way of influencing individual members of a slum population is undoubtedly to remove them altogether from their surroundings, and a stringent remedy of this kind is especially called for in the case of the Eurasian whose fatal proclivity to the worst qualities of the West and of the East finds ready nurture in the easy going life of an Oriental town. But Eurasia can never be transported to the Himalayas, and however beautiful it may be as an ideal to picture all the European and Eurasian children of Indian towns housed in "fair and peaceful homes dotted on sunny Himalayan spurs," we must remember that it is on what can be done for them near their own homes that the chances of the great majority of the poorer children of the domiciled Anglo-Indian community depend. In the account which is quoted above it is said of the "real" Eurasian slum dwellers, that "they remain at present almost unreached, and some would say, unreachable."

The work in Calcutta and the importance of efficient elementary schools for the poor.

695. It is not suggested that nothing is being done. There are over 2,000 children in what may be called poor schools in Calcutta and Howrah, and one hesitates to think what the condition of the Eurasian community in Calcutta would be, were it not for the work of such agencies as the Irish Christian Brothers and the Loreto Nuns and of such Anglican clergymen as Canon Jackson and the Reverend Stuart Clark. But the schools conducted by these agencies have a hard struggle to exist at all, and much more money will have to be spent before any real progress can be made. It is only in a few schools that any fees at all can be realised; to some schools the children come in such a starved condition that food has to be given to them; without it teaching would be an impossibility. If the Eurasian is to make his way in India, it is essential that he should be soundly educated, and it is therefore not an exaggeration to say that in efficient elementary schools in Calcutta lies the only hope of the great majority of the Eurasian poor of the Province. The introduction of the special grant of Rs. 8 a month for free boarders will benefit largely institutions at which poor Europeans and Eurasians are received and boarded, but the free day schools of Calcutta, which educate over 1,500 Eurasian children, have under the revised rules lost even the paltry free day scholar grant they formerly received. The Calcutta conference of 1906 put forward a course of studies for elementary schools which educationally leaves nothing to be desired, but it is doubtful whether any of the poor schools in Calcutta will be able to teach it efficiently with their present staffs and equipment. This is a big problem which must be dealt with as soon as possible.

The education of the middle class of the domiciled Anglo-Indian community.

The other phase, Europeans and Eurasians of the middle class who have to look to India for the education of their children.

696. The other phase of the problem has been stated above to be the education of that section of the domiciled Anglo-Indian community which may be called roughly the middle class. This is not wholly, or even perhaps mainly, a question of the education of Eurasians. It may be stated generally that every European resident in India, who has not by long domicile in the East lost touch with Europe, will send at least his sons to be educated there, that is, if he can afford to do so. It is not suggested that it would be wise to attempt in any way to check this tendency for the sake of European schools in India, but when all who can afford to send their children to Europe have done so, there remains a solid and increasing body of the population who must educate their children in India.

A European cannot make his way in India unless he is soundly educated.

697. It is the undoubted existence of this class which makes the existence of sound secondary schools for Europeans in India essential. The conditions under which European and Eurasian boys of the middle class have to make careers for themselves in India demand a certain standard of education, and that standard, which is now by no means a low one, is rising daily. If the standard is not attained, the openings, upon which all hope of progress must necessarily depend, will inevitably be closed. One of the saddest experiences, wrote Dr. Graham recently, is to trace the gradual downcome, generation by generation, of the descendants of men who have helped to build up the British Empire in India.

A boy educated in India should have chances commensurate with those of a boy educated in England.

698. There has been recently a good deal of criticism of European schools, and this criticism has been regarded by some as unfair. For the work of those who amid much which is discouraging are doing all that is in their power to educate the children of the domiciled Anglo-Indian community there can be nothing but admiration. But the conditions under which a European has to make his way in India being what they are, it is impossible to regard as satisfactory any system which does not place within the reach of the middle class European or Eurasian boy who has to look to India for his education facilities which are at least within a reasonable distance of those which he would enjoy, were he being educated in England. The ideal is a high one and the difficulties in the way of organising efficient and up-to-date European schools in India are many and great, but a general recognition that a higher standard is called for is an indispensable condition of any real advance.

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

The Muhammadan population.

Muhammadans represent 17 *per cent.* of the total population of Bengal.

699. As stated in paragraph 193 of the report on public instruction in Bengal for 1905-06, the Muhammadan population of the Province, as at present constituted, represents 17 *per cent.* of the total population. This estimate is based on the census of 1901.

Muhammadan literacy.

700. At the census of 1901 it was also estimated that out of every thousand Muhammadan males 81 were literate and that out of every thousand Muhammadan females only 3 could read and write. The proportion of literacy in the general population was estimated to be 108 per *mille* for males and 5 per *mille* for females.

Progress.

Pupils under instruction.

701. At the end of the period under review there were 1,84,355 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 23·2 *per cent.* during the quinquennium and of 18 *per cent.* during the last decade.

Pupils under instruction in public institutions.

702. The returns of private institutions cannot be regarded with any great confidence; but the number of Muhammadans under instruction in public institutions for Indians on the 31st March 1907 was 1,67,293, which represents an increase of 28·2 *per cent.* during the quinquennium and of 20·1 *per cent.* during the last decade.

703. As stated in paragraph 196 of the report for 1905 06 there was a considerable decline in Muhammadan education between the years 1903-04 and 1904-05. Since that year there has been a steady rise in the figures all round, and the Muhammadan increase has been proportionately higher than the general increase. This is especially marked during the last financial year. The figures for the total number of pupils under instruction for 1906-07 show an increase on the figures for 1905-06 of 2·9 *per cent.*, and the figures for the total number of pupils under instruction in public institutions for the former year show an increase of 3·4 *per cent.* on the figures for the latter year; whereas the increase of Muhammadans under instruction during 1906-07 works out at 7·2 *per cent.*, and the increase of Muhammadans under instruction in public institutions during the year amounts to 9·3 *per cent.* The returns record an increase during the year of 7,415 (Muhammadan students in "technical and other schools"). This does not mean that there has been a great increase in the number of Muhammadans undergoing technical instruction. It is due to the inclusion under "other schools" of *maktabs* (Muhammadan primary schools) which have not adopted completely the departmental primary standards but which have included in their curricula the teaching of Bengali and arithmetic. Under the scheme described in paragraphs 726 and 727 below these *maktabs* are entitled to the ordinary primary school grants.

Comparison of the figures for 1906-07 with those for 1905-06.

704. It is estimated that at the close of the period under review the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of school-going age was 12·34, as against 9·64 at the end of 1901-02. This represents an increase during the quinquennium of just over $2\frac{1}{2}$ *per cent.* The percentage of pupils of all classes to the general population of school-going age was 15·38 at the end of 1906-07 as against 13·01 at the end of 1901-02, so that, whereas the general increase during the quinquennium under review has been just over $2\frac{1}{4}$ *per cent.*, the Muhammadan increase has been over $2\frac{1}{2}$ *per cent.*

Percentage of Muhammadan pupils in public institutions to the Muhammadan population of school-going age.

705. In the Fourth Quinquennial Review the falling off of Muhammadans in the higher stages of education was noticed. This feature of the situation is still prominent. Muhammadan pupils in primary schools represent 13·9 *per cent.* of the total; but the percentage of Muhammadans in secondary schools is only 9, in arts colleges it is 6·6, and in professional colleges it is 3·8. These figures show a slight advance on those of last year, except in the case of professional colleges, where there has been a decline. During the quinquennium under review there has been a falling off in the number of Muhammadans attending secondary schools.

Dearth of Muhammadans in institutions other than primary schools.

706. On the 31st March 1907 40 Muhammadans were returned as being under instruction in schools for Europeans. These pupils are not taken into consideration in any of the calculations which are made above.

Muhammadans in European schools.

707. The statistics indicate that some progress has been made in the matter of primary education. More Muhammadans are attending the ordinary primary schools and a greater number of Muhammadan primary schools (*maktabs*) are imparting an education which enables them to be classed as public institutions. In the matter of secondary, professional and collegiate education very little progress is apparent, even during the last decade.

Conclusion.

Muhammadan colleges and schools.

Introductory.

708. As observed by Mr. Nathan in paragraph 1130 of his Quinquennial Review, the bulk of the Muhammadan pupils under public instruction are taught in general State and aided schools. There are also a number of institutions specially designed for Muhammadan pupils, some of which are maintained by the State and others by private persons and societies. A brief account is given below of the specifically Muhammadan institutions in the Province.

The Calcutta Madrasa.

709. The Calcutta *Madrasa* has practically two departments, and it is attended by two classes of students—English students and oriental students. The former attend the Anglo-Persian Department, which is a high school

The two departments.

teaching up to the matriculation examination of the University. The latter attend the Arabic Department, which teaches a school and college course extending over eleven years.

The College Department.

710. In a sense the *Madrasa* may be said to have a college department, for Muhammadan students who wish to take up University courses may join the institution. Such students are reckoned as students of the *Madrasa*, but for purposes of instruction they are pupils of the Presidency College.

"The Principal of the *Madrasa*," writes Mr. Chapman in his latest report, "meets the students of his College Department, if they happen to live in the *Madrasa* hostel, or if they come to the Moslem Institute. Otherwise he never sees them. Such a department can have no history, and the little it has is really part of the history of the Presidency College."

Students and examinations.

711. There were 42 students in the College Department on the 31st March 1907. Thirty candidates were sent up for this year's F. A. examination; of these 11 passed, 1 in the first division.

The Anglo-Persian Department.

712. The number of students on the rolls of the Anglo-Persian Department on the 31st March 1907 was 265. Twenty-four candidates were sent up for this year's entrance examination, and 19 passed, 1 in the first division. A "C" class was opened in February 1906, but it has not proved successful.

Decline in popularity.

713. The Anglo-Persian Department has steadily declined in popularity during the quinquennium under review, and at its close the number of pupils was about 40 *per cent.* less than at the beginning. The explanation according to Mr. Chapman is that the demand for Muhammadan graduates for the public services has grown so much that the Department can no longer secure the services of such good teachers as it used to obtain.

"I have protested," he writes, "against the rules which make it impossible for me to offer such salaries as will attract good men, and hope that before long what I claim may be conceded. The Anglo-Persian Department has for long been a cause of great anxiety to those who have been in charge of it. It ought always to have a European head master. Its staff will, until things change very materially, comprise some men who are using the *Madrasa* as a stepping-stone to more lucrative appointments."

The Arabic Department.

714. As explained in paragraph 709 above, the Arabic Department teaches a school and college course extending over eleven years. The general medium of instruction is Urdu, but in the five upper or senior clssses some lectures are delivered in Persian. The subjects taught are Arabic and Persian (language and literature) and the various branches of Muhammadan learning, such as law, logic, rhetoric, philosophy and religion. The study of *Koranic* exegesis and the traditions of the Prophet were added during the period under review. Optional English classes are also held for the students of this department. During 1906-07 nearly 58 *per cent.* of the students were attending these classes.

Students and examinations.

715. On the 31st March 1907 there were 473 students in the Arabic Department. The students of this department are prepared for the central examination of the Bengal *Madrasas*. For the examination of 1906, 62 candidates were sent up of whom 53 or 85 *per cent.* passed, 26 in the first division.

The reputation of the Arabic Department has not been maintained.

716. The numbers of the Arabic Department have increased, but in the opinion of Mr. Chapman its reputation has not been maintained. His observations on this point are as follow:—

"The Arabic Department, though its numbers have increased considerably and its courses been made more worthy of a seat of learning, still falls short of the reputation which it once had; and the outlook for it is by no means hopeful. Its most distinguished *maulvis* were men advanced in years at the close of the last quiquennium. They are still with us, but we must soon lose them. It will be hard to find in Bengal, if not in other parts of India, men of as great learning as they."

Cost.

717. The total expenditure on the *Madrasa* during 1906-07 was Rs. 51,934. The total fee receipt was Rs. 7,150, so that the nett cost to Government was Rs. 44,784.

The present position of the *Madrasa*.

718. In summarising the general position of the *Madrasa* as it stands to-day Mr. Chapman states that in spite of the advantages which it has enjoyed during the quinquennium by having for its Principal a distinguished Arabic and Persian scholar, and in spite of the enthusiastic efforts of Dr. Ross to promote its welfare, it is not possible to claim that the institution

stands as high to-day in the public estimation as it once did. He adds that "the causes which are always tending to deteriorate the Calcutta *Madrasa* are beyond the control of the Principal, and perhaps beyond the control of any one." These causes are dealt with in the general remarks which conclude this chapter.

The Hooghly Madrasa.

Students, cost and examinations.

719. On the 31st March 1907 there were 84 students on the rolls of the Hooghly *Madrasa*. The nett cost for the year 1906-07 of the institution to Government was Rs. 3,151. At the central examination of 1906, 28 candidates were presented and 15 or 54 *per cent.* were successful.

The Nawab's Madrasa at Murshidabad.

720. This institution is dealt with in the chapter on the education of special classes.

Privately managed madrasas.

Private *madrasas.*

721. Sixteen privately managed *madrasas* with 907 students appear in the returns as public institutions. Of these 7 are returned as aided and 9 as unaided. Locally these institutions are distributed as follows:—In the Burdwan Division 5 with 164 students, in the Patna Division 4 with 426 students, in the Chota Nagpur Division 4 with 167 students, and in the Bhagalpur Division 3 with 150 students. No information is available about these institutions. Only one of them, *viz.*, the Sassaram *Madrasa*, sends up candidates for the central examination of *Madrasas*.

Maktabs (primary schools for Muhammadans).

The recomendations of the Education Commission.

722. The Education Commission made among others the following suggestions for the advancement of primary education among Muhammadans: (1) that indigenous Muhammadan schools should be liberally encouraged to add purely secular subjects to their curriculum, (2) that special standards for Muhammadan primary schools should be prescribed, (3) that Hindustani should be the principal medium for imparting instruction to Muhammadans in primary and middle schools, except in localities where the Muhammadan communities desire that some other language should be adopted, (4) that the official vernacular in places where it is not Hindustani should be added as a voluntary subject to the curriculum of primary and middle schools for Muhammadans maintained from public funds and that arithmetic and accounts should be taught through the medium of that vernacular.

Policy previous to 1888-89.

723. It was originally supposed by those responsible for the education of the Province that Muhammadans generally would be content to acquire primary instruction through the vernacular of the district in which they lived, which would, it was thought, be in fact their own vernacular. If any demand for special primary schools for Muhammadans arose, it could, it was supposed, be met by allowing *mianjis* (Muhammadans teachers) who were able and willing to do so to add to the curriculum of their *maktabs* such secular subjects as the local vernacular, arithmetic and accounts.

Appointment of Muhammadan Assistant Inspectors.

724. This policy did not succeed, and in 1888-89 two Muhammadan Assistant Inspectors were appointed, one for Eastern Bengal, the other for Bihar. These officers were instructed "to ascertain and report to Inspectors the special educational wants of Muhammadans and to endeavour to acquire influence with those in authority among their co-religionists, in order to induce them to introduce into their system of education useful secular subjects, such as arithmetic, accounts and the local vernacular."

The reports submitted by the Assistant Inspectors.

725. In 1889-90 the Muhammadan Assistant Inspectors submitted reports. They drew attention to the fact that a large number of Muhammadans, even those of the lower classes, preferred Urdu to Bengali as the medium of their children's education. They also pointed out that while the great majority of *mianjis* were not capable of teaching the secular subjects required of them, the system of rewards did not appeal to the better qualified *mianjis*, who would, however, probably be attracted by a system of fixed monthly stipends.

Sir Alfred Croft's circular of 1891.

726. In July 1891 Sir Alfred Croft issued a circular in which the following policy was outlined. He proposed to recognise and to encourage by means of stipends the Urdu and Persian courses taught in *maktabs* on condition that a certain amount of useful vernacular instruction was added to the curriculum. Excluding *Koran* schools, he classified *maktabs* into three classes: (1) *maktabs* teaching in addition to the *Koran* the ritual of Islam through the Urdu language, (2) *maktabs* teaching Urdu or Persian or both, with or without the *Koran* and ritual, and also a certain elementary standard in Bengali and arithmetic, (3) *maktabs* teaching the full departmental standards, lower and upper primary, in the vernacular and Urdu or Persian as an additional language.

727. *Maktabs* of the first class were to be aided only by a registration fee paid in return for the submission of annual statistics. Those of the second and third classes were to be aided by stipends varying from Re 1 to Rs 6 a month according to the standard attained. This circular was forwarded to Inspectors of Schools for opinion and to District Boards for co-operation, but no definite action was taken. The question of prescribing special courses of studies for Muhammadan primary schools was also taken up about the same time, but nothing definite resulted.

Proposals put forward in 1904.

728. The whole question was taken up again in 1904. Certain Muhammadan gentlemen were consulted, and they accepted the principle put forward by Sir Alfred Croft that only those *maktabs* should be aided from the public funds which undertook to give a certain amount of secular instruction in addition to their usual religious curriculum. It was therefore proposed by the late Director that the classification put forward in 1891 should be accepted, and that *maktabs* of class (1) should, as proposed by Sir Alfred Croft, receive no grant except a registration fee in return for the submission of annual statistics; while *maktabs* of class (2) should receive the ordinary grant of primary schools, and those of class (3) should get the ordinary primary school grants with an additional 25 *per cent.* Detailed arithmetic and vernacular courses for *maktabs* of class (2) and Urdu and Persian syllabuses for *maktabs* of class (3), which were drawn up by a conference over which Dr. Ross presided, were at the same time submitted to Government for approval. It was also proposed to found model *maktabs* and to appoint Inspecting *Maulvis* in certain districts. These proposals were sanctioned during 1905. An annual allotment of Rs. 14,750 for additional grants-in-aid to *maktabs* has been distributed among the various districts of the Province, and model *maktabs* have been established and Inspecting *Maulvis* appointed in the following six districts :—Bhagalpur, Patna, Gaya, Shahabad, Muzaffarpur, Darbhanga. Arrangements are now being made to bring the arithmetic and vernacular courses prescribed for *maktabs* of class (2) into line with the requirements of the revised syllabus for the infant section and standards I and II which was lately sanctioned by Government. Proposals for further increasing the amount available for grants-in-aid are also under consideration.

The working of the scheme.

729. It is early to look for results, but there seems to be a consensus of opinion among Divisional Inspectors that the scheme is working well. Unfortunately the returns do not show explicitly the progress which is being made. *Maktabs* which can be reckoned as falling under class (3) of the classification set forth above are returned as primary schools, while those which are aided as *maktabs* of class (2) are included in the statistics as "other schools—miscellaneous" under "schools for special instruction." There is, however, no doubt that a considerable number of *maktabs* have adopted departmental standards during the last year, and that there has also been a considerable increase in the number of *maktabs* which include in their curricula arithmetic and simple teaching in the vernacular. The increase in Muhammadan pupils in public institutions which is recorded at the beginning of the chapter is due largely to the adoption of departmental standards by these indigenous schools.

730. Khan Sahib Maulvi Muhammad Ibrahim, Inspector of Schools, Burdwan Division, records in his quinquennial report the following observations with reference to the *maktab* scheme:— Maulvi Muhammad Ibrahim's criticism and proposal.

"The importance of *maktabs* as the first seminary of Muhammadan rudimental education being admitted, it is desirable that some provision should be made for the inspection of *maktabs* and training of their teachers. With this end in view I would take the liberty to propose the appointment in each district of an Inspecting *Maulvi*, fully equipped with the resources of original learning to be able to command the confidence and respect of the stubborn *mianjis* of *maktabs*, and sufficiently acquainted with English and Bengali to be able to convey, as necessary, the instructions issued to them from time to time by the Department. Without some such provisions there is no means of knowing that grants to *maktabs* and *madrasas* are not abused. With the existing officers this work cannot be performed."

Muhammadan schools in Calcutta.

731. In paragraph 1138 of his Quinquennial Review Mr. Nathan describes the system of Muhammadan schools in Calcutta. In this paragraph a Muhammadan middle English school is mentioned. This school is called the Woodburn Middle English School. It is a Government school under the control of the Principal of the *Madrasa*, and on the 31st March 1907 there were 124 boys on its rolls. During the year 1906-07 two boys were sent up for the middle scholarship examination. Both obtained scholarships. This is the first occasion on which candidates from the school were presented at this examination. It is now proposed to establish a similar school in the northern part of Calcutta by developing an existing primary school started some years ago by Dr. Ross and Maulvi Shamsul Huda. The Woodburn Middle English School.

732. *Maktabs* in Calcutta which attempt secular instruction but which have not adopted the departmental standards in their entirety follow a curriculum which was originally prescribed in 1895 and revised in 1904. In that year the annual allotment of Rs. 1,500 was sanctioned for the development of *maktabs* in Calcutta. The course of study prescribed in connexion with the scheme described above for *maktabs* of class (2) does not apply to Calcutta *maktabs*. The members of the conference which drew up these courses recommended that Dr. Ross should be placed in charge of the *maktabs* in Calcutta. The late Director, however, was not in favour of this proposal on the ground that *maktabs* which impart secular instruction according to any scheme approved by the Education Department should be treated as far as possible like ordinary primary schools. In addition to the model *maktabs* mentioned in paragraph 728 above as having been established in 1905 in the six districts specified a model *maktab* was in the same year established in Calcutta. *Maktabs* in Calcutta.

Staff.

733. There are definite orders of Government to the effect that a certain number of Muhammadans should be employed in each district as sub-inspectors of schools and teachers in Government high schools. The number varies in each district according to the proportion which the Muhammadans bear to the total population. Muhammadans are not confined to these posts; they represent the minimum number of appointments which should be held by members of that community. Recent reports submitted to Government show that these orders have been carefully observed. Sub-Inspectors, Assistant Sub-Inspectors and teachers in Government high schools.

734. No definite orders have been passed with reference to the reservation for Muhammadans of a certain proportion of the appointments in connexion with the superior inspecting staff, but the principle that the Moslem community should be adequately recognised is kept in view. At present the following Muhammadan officers are employed:—1 Inspector, 1 Assistant Inspector and 6 Deputy Inspectors. The superior inspecting staff.

735. The actual number of Muhammadan officers employed in connexion with education has increased, but the proportion of teaching appointments which should be held by members of that community has not yet been fully attained. It is extremely difficult to secure the services of suitable Muhammadan officers. The two Assistant Inspectorships of Muhammadan education were abolished in 1901. The general position.

Scholarships.

State and endowed scholarships.

736. In paragraph 177 of this report it has been explained that a certain number of school scholarships are reserved for Muhammadans. As regards junior and senior scholarships, 6 of the former and 8 of the latter are similarly reserved. There are also scholarships which have been created for Muhammadan students from private endowments, *viz.* 10 available at the matriculation stage, 5 available at the intermediate stage and 5 at the B. A. stage.

Free studentships.

737. In Government and Government aided middle and high schools pupils who pay no fees may not exceed 5 *per cent.* of the total roll number of the school. In addition to pupils admitted under this concession Muhammadans may be admitted free up to 8 *per cent.* of the number on the rolls, but the number of pupils admitted under this provision must not exceed 12.

The Mohsin Fund.

738. A certain proportion of the fees of Muhammadan boys in schools and colleges is paid from the Mohsin Fund, so far as the income of that fund admits. The question of the distribution of this fund between the Provinces of Bengal and Eastern Bengal and Assam is now under consideration.

Examinations.

Muhammadan students at University examinations.

739. The following table shows the number of Muhammadan candidates who were successful at University examinations during 1906-07, as compared with the number successful during 1901-02:—

	Number of successful Muhammadan candidates.	
	1906-07.	1901-02.
The M.A. examination	5	1
The B.A. examination	10	14
The F.A. examination	54	35
The entrance examination	123	104

The central examination of *madrasas*.

740. The central examination of Bengal *madrasas* is described in paragraph 1141 of the Fourth Quinquennial Review. The conditions are unchanged. The Principal of the Calcutta *Madrasa* controls the examination for the *madrasas* situated not only in Bengal but also in the districts which have been transferred to the Government of Eastern Bengal and Assam. The examination is held annually in April.

741. At the examination held in April 1906, 285 candidates appeared and 159, or just under 56 *per cent.*, were successful. The 11 recognised *madrasas* mentioned by Mr. Nathan were all represented.

Proposed Arabic title examination.

742. A scheme for establishing a title examination is now under consideration. It is proposed to add to the five senior classes of the Arabic Department of the Calcutta *Madrasa* 6th and 7th year classes, and titles will be conferred on the results of an examination which will terminate the course of the 7th year class.

The Moslem Institute.

743. During the quinquennium under review a common room was opened at the Calcutta *Madrasa*. This common room, which was at first and still is nominally only the *Madrasa* union, has developed into an institute for Moslems generally. This development has been remarkable, and it is a striking testimony to the homogeneity of the Muhammadans. Mr. Chapman writes of the Institute as follows:—

"The Institute is nominally the *Madrasa* union and common room. In practice it is a meeting-place for the Muhammadan students of all the Calcutta colleges and their friends. The Principal is *ex-officio* President and Treasurer, and is thus brought into very pleasant relations with many young Muhammadans."

General remarks.

744. The difficulties which beset the problem of Muhammadan education in India are due in great measure to the traditions and character of the Muhammadans themselves. The British Government instituted English education in India. The Hindus embraced it eagerly, but the Muhammadans stood aloof; and the English education offered by the ordinary University college and high school is still regarded by a great number of them with considerable suspicion.

The traditions of the Muhammadans do not impel them towards English education.

745. In commenting on the recommendations which the Education Commission made with reference to the education of Muhammadans, the Government of India remarked that it "was only by frankly placing themselves in line with the Hindus and taking full advantage of the Government system of high and especially of English education that the Muhammadans could hope fairly to hold their own in respect of the better description of State appointments." While accepting the general principle of the Commission that Muhammadan scholars should be attracted by "adequate prominence" being given to those subjects "to which their parents attach importance," they emphasised the necessity of being careful to avoid any "unnecessary widening of the line between Muhammadans and other classes of the community."

The comments of the Government of India on the recommendations of the Education Commission.

746. This is a very important aspect of the question, but English education in India is scarcely now regarded as the panacea which it was once hoped that it would prove, and it is by no means self-evident that the traditional studies of the Muhammadans to which they cling so tenaciously could not be developed and modified into a curriculum of an educational value at least approximate to that of the ordinary standards of English education in India. Generations of Englishmen have been brought up on Greek and Latin classics, and though it would be idle to assert that such a system of education was ideal, it would be absurd to deny that it had not some features which were sound. Granted that the traditional methods of *madrasas* and *maktabs* are of little intellectual value, that does not necessarily mean that out of the branches of learning to which the traditions of Islam incline, an educational system could not be evolved, which would equip the Muhammadans of India for the conditions of modern life. The situation is not without difficulty. Any widening of the line which separates the Muhammadan from other classes of the community is obviously to be deprecated, but the adherence of Muhammadans to their traditional studies is a fact which cannot be neglected, and it would seem that the encouragement and development of those studies with a view to securing that a sound intellectual training was imparted through them was certainly the most likely way to raise that section of the community to the position which they ought to occupy. For all higher employment under Government a knowledge of English is essential, but the prejudice of Moslems against the learning of English seems to be now a thing of the past. It is not obvious that the course of study of the Arabic Department of the Calcutta *Madrasa*, if it included sound instruction in English, would not constitute a training for the public service as sound as a University course. This very important matter is now under consideration.

Are not the traditional studies of Islam capable of development into a curriculum of sound intellectual training?

747. Mr. Chapman in his quinquennial report has raised the question whether Arabic and Persian learning has not been placed in the past at rather an undue discount, and has suggested that the right line of development in Bengal would be in the direction of the movement which has recently resulted in the opening of an Arabic School in Aligarh. His remarks are quoted *in extenso*:—

Mr. Chapman's views.

"At one time in the history of the British administration of India most of the money devoted by Government to further education was spent on encouraging Oriental studies. Lord Macaulay changed that; and since his time the pendulum has swung as far, or further, in the opposite direction. This is true, I believe, of Sanskrit as well as of Arabic and Persian studies; but as Arabic and Persian studies are more vitally important to the Muhammadan community than Sanskrit studies to the Hindu community, the Muhammadan has suffered more. It is hardly necessary for me to do more than mention the fact that English studies have overshadowed Oriental. All the world will agree. To further English studies, the University of Calcutta has been founded and richly endowed. In Calcutta alone half a dozen colleges have been established, and a host of distinguished scholars

and scientists have devoted their lives to the work of teaching. Little more is done to further Oriental studies than was done a hundred years ago.

In my opinion an unintentional but great injustice has been done to the Muhammadans. It was certainly anticipated that they would derive as much advantage from the foundation of English Universities and Colleges as the Hindus. They are often blamed for not taking advantage of their opportunities; but not, I think, fairly. They cling tenaciously to the studies of their forefathers; and their justification would lie in the proof that the course of Arabic and Persian studies which they pursue is as sound an intellectual training as any Indian University course. I do not think there are many Fellows of the Calcutta University who would endeavour to prove the contrary.

To show in what estimation the Arabic courses are held compared with other courses, I would quote the Government rule regarding the initial salary which may be given to one who holds the 4th year certificate of the Bengal *madrasas*. The rule is that such an one shall be considered as at least equal to an entrance passed candidate. It will thus be seen that Government do not rank our Arabic courses with collegiate studies, but with those of school-boys. This is either a grotesque injustice, or it is a condemnation of what we do for one branch of Oriental studies. The result of this rule is that we lose, with a very occasional exception, all the best of our Arabic students. The occasional exception is the man who, after completing the Arabic courses, enters a school and prepares himself for the University entrance examination, with the object of eventually becoming a Professor of Persian and Arabic in an English College. Him, too, we therefore lose for the Arabic Department. I am unfortunately not an Orientalist, and cannot therefore apprise the value of our Arabic course as an intellectual training; but I may say that in my daily practice I rank one who holds the 4th-year certificate of the Bengal *madrasas* with any graduate. It may be said, too, that an Arabic student who has distinguished himself will have as sound a knowledge as those to whom the University grant the diploma of master of arts.

Whatever may be the worth of our Arabic courses compared with those of the University, it seems to me that it is the bounden duty of the Government, now that there can be no doubt that the pursuance by the Muhammadans of their traditional studies will continue, to devote a very much larger sum of money to the encouragement of such institutions as the Calcutta *Madrasa*. There has just been opened at Aligarh a school called the Aligarh Arabic School, "in order to encourage original research work in the study of Arabic philology and Muhammadan history." The teaching is to combine the traditional Eastern knowledge of Muhammadan subjects with the methods of scholarship as used in the West. Three Professors of Arabic have been appointed, and one Assistant Professor, one of the Professors being a German scholar. This is an enormous step in the right direction, and one which should be followed in Bengal."

Impending conference

748. In conclusion it may be noticed that a conference of leading Muhammadans will shortly be convened for the purpose of considering the proposed title examination above referred to, as well as the best means of improving Muhammadan education in its various branches. The carrying out of the necessary reforms will be costly, but improvements are much called for, and, if given effect to, will be widely appreciated.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The scope of the chapter.

749. The Fourth Quinquennial Review contains chapters on (*a*) the education of chiefs and nobles, (*b*) the education of backward classes, (*c*) the education of defectives, (*d*) reformatory schools. To save space all these subjects are dealt with in this chapter.

The education of chiefs and nobles.

The Nawab's Madrasa at Murshidabad.

Its amalgamation with the local Government high school.

750. The considerations which have led to the proposal that the Nawab's *Madrasa*, which is a high school intended for the education of the descendants and relations of the Nawab Bahadur of Murshidabad, should be amalgamated with the local Government high school were stated in paragraph 200 of last year's report. The amalgamation is still under consideration.

751. The number of pupils on the rolls on the 31st March 1907 was 48. The average daily attendance during the year was 34 only. Murshidabad was extremely unhealthy during the year. Almost all the boys suffered from eczema, while among the *Nizamat* pupils alone there were 14 cases of small-pox, 2 of which ended fatally. The working of the *Madrasa* during 1906-07.

752. The total cost of the school during 1906-07 was Rs. 15,955; the boarding-house cost Rs. 5,038. Cost.

753. A drill class was held daily during school hours. Cricket, football and lawn tennis were also played regularly in their seasons. Football matches were played against local teams, and a lawn tennis tournament was held. Physical training.

The education of other chiefs.

754. There are no special institutions in Orissa for the education of the chiefs of the Feudatory and Tributary States. The minor chief of Rehrakol, the minor chief of Hindol and his brother, and the young *zamindars* of Rampur, Madanpur, and Agalpur are at the Raj Kumar College, Raipur. The minor chief of Hindol and his brother were formerly pupils of the Ravenshaw Collegiate School, Cuttack. The Jubraj of Athmallik has been attending the middle English school maintained by his State. The other Raj Kumars are being taught at home by tutors. No special institutions for the education of the chiefs of Orissa.

The general attitude of the nobles and zamindars of the Province.

755. The nobles and *zamindars* of the Province generally are not in favour of the establishment of a separate *zamindari* college. Past experience is against such an experiment. In 1856 a college called "the Wards' Institution" was opened in Calcutta, but it was not successful, and in 1881 it was closed. There is an undoubted prejudice against renewing the experiment, and the prejudice has been strengthened by the failure of the Nawab's *Madrasa* at Murshidabad. The *zamindars* of this Province feel that their sons require a higher standard of education than that which is imparted by the *zamindari* colleges of other Provinces and they apprehend that a *zamindari* college in Bengal might tend to approximate to the general type. One of the objects of the proposed college at Ranchi is to secure for the sons of nobles and *zamindars* by means of special hostels a home life suitable to their position and at the same time to give them the benefit of the common life of a vigorous college. General feeling against a separate *zamindari* college.

The education of aboriginal and other backward races and tribes and of indigent classes.

756. As explained in paragraph 201 of last year's report, there were 2¼ millions of aborigines in Bengal when the last census was taken, and this figure is scarcely affected by the partition. The exact figure for the British territory under the authority of the Lieutenant-Governor of Bengal, as calculated at the last census, is 21,48,407. This figure does not, strictly speaking, represent the aboriginal population; no return of this was made at the census. It represents the "animistic" population, and as such it may be taken to cover the great majority of aborigines. It does not, however, include such aboriginals as have adopted Christianity, and a number of these people who have been Hinduised are no doubt excluded. The homes of these people are chiefly to be found in the Chota Nagpur, Bhagalpur and Orissa Divisions, the Orissa Tributary States and the Birbhum and Bankura districts of the Burdwan Division. The location of the aborigines.

757. The aborigines of the Province, as now constituted, may be divided into three main groups as follow:—(1) The group classed linguistically as Munda which comprises the Santals of the Sonthal Parganas and neighbouring districts, the Mundas and Hos of the Chota Nagpur Division, the Bhumijes of Chota Nagpur, the Orissa Tributary States and West Bengal, and several smaller tribes, such as the Kharias, Korwas and Birjias; (2) the Dravidian group, including the Oraons of Chota Nagpur, the Male Paharias of the Sonthal Parganas, and the Kandhs and Gonds of the Orissa Division and the Orissa Tributary States; (3) races speaking languages of the Tibeto-Burman Classification of aborigines.

addition to the aboriginal races mentioned above, there are the Bhuiyas of Chota Nagpur, the Tharus of Champaran, and the Pans and Savars of the Orissa Division and the Orissa Tributary States who are now semi-Hinduised.

Proportion of aboriginals to the total population and aboriginal literacy.

758. It is estimated that the "animistic" population of the Province as at present constituted represent 3·9 *per cent.* of the total population. Literacy among this section of the population is calculated to be 9·3 per *mille* for males and 3·4 per *mille* for females.

The problem largely a local one.

759. As the problem is largely a local one, some account of the education of aboriginals in the Bhagalpur, Orissa and Chota Nagpur Divisions is given below.

The Bhagalpur Division.

760. The following extract from Mr. Küchler's quinquennial report gives some idea of the work which is being done in the Bhagalpur Division :—

"The Sonthal Parganas returned the largest number of aborigines (6,979) at school. In this district there is a special staff of four Sub-Inspectors and two independent *Guru*-Instructors for the supervision of the education of the aborigines, and the Church Missionary Society entertains one *Guru*-Inspector who inspects Mission and Paharia schools in the Godda subdivision.

"There is a special grant of Rs. 8,974 at the disposal of the Deputy Commissioner for the promotion of Santal education. Thirteen out of 41 lower primary scholarships have been reserved for aboriginal pupils.

"The district which returns the next largest number of aboriginal pupils (611) is Monghyr, but there are no special arrangements in this district for the advancement of their education.

"The total number of aboriginal pupils made a considerable jump from the year 1901-02 to 1902-03, but since then no further advance is shown, the tendency, on the contrary, being towards decline. In the last year of the quinquennium the number was 8,232 of whom 1,256 were Christians.

"The Benagoria and Taljhari Missions in the Sonthal Parganas, and the Bamdah Mission in Monghyr are doing very important work in connexion with the education of the aboriginal races."

The Orissa Division.

761. In almost all the districts of the Orissa Division special schools have been started for aboriginals. They are also allowed the privilege of free education in ordinary schools, which are situated in the neighbourhood of their settlements. Text-books and slates are supplied to them free, and special scholarships are provided for them.

The Tributary States of Orissa.

762. As regards the Tributary States of Orissa there are special lower primary schools for aboriginals in the States of Mayurbhanj, Nilgiri Keonjhar, Dhenkanal, Pal Lahara and Athmallik. Liberal measures for the encouragement of education among the aborigines have been adopted in the Mayurbhanj State. In the ordinary schools in these States aboriginals form no inconsiderable proportion of the pupils. The number of aboriginal pupils in the Tributary States has risen steadily during the quinquennium under review.

The remarks of Rai Madhusudan Rao Bahadur.

763. Rai Madhusudan Rao Bahadur, Inspector of Schools, Orissa Division, sums up the present position as regards the education of the aborigines of Orissa as follows:—

"The difficulties of pioneering education amongst the aboriginal races of the forests are of a most serious character. Their isolation from the people of the plains, and their consequent imperviousness to the influences of Hindu civilization, their dislike of settled occupations, and their intense attachment to forest life, their want of a written language and the absence of a definite knowledge of the possibilities of their mother tongue, and above all their positive aversion to education present difficulties of a stupendous character, which I am afraid cannot be solved off-hand. They call for the most strenuous efforts both on the part of the Government and that of philanthropic societies. As regards those aboriginal tribes, who have been living for generations in the vicinity of Hindu villages or Christian settlements, their adoption of a Hindu vernacular and their gradual submission to civilising influences have to a considerable extent facilitated the task of educating them."

The Inspector explains that practically all the aborigines now under instruction are drawn from tribes which have settled within the range of Hindu or Christian civilisation.

764. In reviewing the Inspector's report Mr. Duke, the Commissioner of Orissa, observes that there has been some improvement in the education of aboriginals, but he adds the following remarks:— Mr. Duke.

"Kandh education in the Kandhmals is not satisfactory. As the Inspector observes it is only when the aborigines become Hinduised that any progress is made. In the Kandhmals we want the boys to be taught in their own language and not to be converted into bad Uriyas by teachers who despise them as savages."

765. Mr. Stark, Inspector of Schools, Chota Nagpur Division, remarks that of the aborigines of the Division some have adopted the Christian religion and have risen a stage in civilisation, while others still adhere to their primitive religions and have not yet come within the influence of education. The number of aboriginal pupils under instruction has increased in this Division during the quinquennium under review from 13,401 to 25,727, or 92·7 *per cent.* Not a single girl, however, is returned in any stage higher than the second or lower primary standard, and the education of boys seldom goes beyond the sixth or middle standard. The Inspector observes that the excellent work being done by missionaries cannot be sufficiently acknowledged. The Chota Nagpur Division. Progress during the quinquennium. The work of the missionaries.

"Not only," writes Mr. Stark, "do they expend money freely on housing, clothing and feeding large numbers of aborigines who could not be reached without these inducements, but they maintain their schools for both boys and girls upon a scale of efficiency which cannot be attained by village *gurus* of private schools."

766. In spite, however, of the marked improvement of the last few years, the number of aborigines under instruction represent but a small proportion of the total aboriginal population of the Division. Mr. Stark states that, speaking generally, education is unpopular among the aborigines of Chota Nagpur, and in his opinion this unpopularity may be largely ascribed to the fact that the medium of instruction in primary schools is Hindi. On this point he records the following observations:— Education is still unpopular among the aborigines. A reason assigned.

"Any one acquainted with the home life and with the modes of thought of Santals, Oraons, Mundas and Hos will testify to the rooted antipathy which these people have for every thing that appertains to aliens. In the interior they do not understand Hindi. They do not want to learn Hindi. If we wish seriously to attract them to our schools, we should have our school books written in the aboriginal languages. I would therefore urge, as the foundation of our educational work among the aborigines of Chota Nagpur, that we make it our business to provide them with books in their own languages. This can be done only through the assistance of the missionaries, and I would advise that they be approached on the subject, and be remunerated for their work. The missionaries, all of whom I have consulted, declare that it is quite feasible that the aboriginal books may be written in the Nagri character. This is in itself an advantage, as Hindi is the language of the courts."

767. Mr. Stark's views are now engaging attention. The standing orders of Government with reference to the vernaculars to be used for the instruction of aboriginal children were those issued in February 1904. According to these orders aboriginal children must in all cases be taught in the higher stages of vernacular education through the medium of one of the three principal Aryan languages of the Province, *viz.*, Bengali, Uriya, Hindi (including Urdu). As regards the lower stages, when aboriginal children understand any one of these languages that language is to be made the medium of their instruction. In the Darjeeling district, however, Tibetan, and in parts of Chota Nagpur and Bhagalpur where neither Bengali nor Hindi are understood Santhali, is recognised as a medium of instruction up to the lower primary standard. The standing orders about vernaculars.

768. The education of the lowest classes of Hindus, Muhammadans and native Christians is a problem which in some ways resembles that of the education of the races and tribes indicated above, which may be grouped loosely under the head aboriginal, though in other ways the two problems differ widely. Special measures are taken for the encouragement of education among these classes. Indigent classes.

769. According to the returns the pupils of aboriginal and other backward races and tribes and of indigent classes under instruction in public and private institutions on the 31st March 1907 were as follow:—(1) indigent classes of Hindus 41,450, (2) indigent classes of Muhammadans 22,886, (3) indigent classes of non-aboriginal native Christians 2,799, (4) aboriginal native Christians 10,414, (5) non-Christian aboriginals 35,822. Pupils under instruction.

No fixed system of classification.

770. Unfortunately the educational statistics for these backward sections of the population have never been compiled on any definite principles. The intention has apparently been to treat backward races and tribes under the two heads of aboriginal and non-aboriginal and to regard indigent classes of Hindus, Muhammadans and non-aboriginal native Christians as constituting a third division. The figures for the last few years, however, clearly indicate the widest divergence of classification not only between the Provincial statistics of different years, but also between the Divisional returns for the same year. In these circumstances it is impossible to draw any accurate conclusions as to the progress which is being made or even to estimate with any degree of precision how the backward sections of the community stand in the matter of education. The whole question will be examined and definite principles of classification will be prescribed.

The education of the children of tea-plantation labourers.

The tea-gardens of the Darjeeling district.

771. The education of the children of labourers employed on tea-gardens has been attracting attention during the quinquennium under review, and questions on this subject have been asked in the House of Commons. The problem, as far as this Province is concerned, is practically confined to the tea-gardens of the Darjeeling Hills and the Terai, all of which are in the Bhagalpur Division. In paragraph 102 of the report on public instruction in Bengal mention was made of a conference of officials and representatives of the planting community which was held in Darjeeling in 1906, and it was explained that the policy agreed upon at this conference was that Government should give liberal grants-in-aid, and that the tea-garden managers on the other hand should be invited to provide the sites and the school buildings and keep the latter in repair. It was further stated that the Darjeeling Planters' Association had endorsed the conclusions arrived at by the conference.

Statistics.

772. An inquiry conducted by the Deputy Commissioner of Darjeeling at the beginning of this year revealed the actual state of affairs with regard to the educational facilities of the children of tea-garden labourers in the district. It was as follows. Of 82 gardens 16 possessed schools of their own, 32 could make use of schools in the neighbourhood, while 34 had no schools available at all. The total number of labourers resident with their dependents on these gardens was 46,288, including 8,428 children between the ages of 5 and 13. Of these children 803 were receiving instruction, while 746 had left school. The percentage of children between the ages of 5 and 13 who were actually attending school was 9·52. In addition to these 698 persons over the age of 13 were receiving instruction in night schools, or otherwise.

The grant-in-aid system.

773. The line of action which it has been decided to adopt is that Government should offer a grant of Rs. 12 a month to any garden which will give a site, a building and a contribution of at least Rs. 8 a month for a school. The proprietors of 12 gardens have expressed their willingness to make the contribution proposed, and schools have been opened on these estates. Of the remaining 22 gardens which are not provided with any school, 11 are not yet in a position to take any steps to start a school, 8 have offered sites only, and 3 have offered sites and annual subscriptions of Rs. 50, Rs. 36 and Rs. 24 respectively. The majority of the planters seem to be alive to their responsibilities regarding the education of the children of their labourers.

The Reformatory Schools at Alipore and Hazaribagh.

774. A joint report on the two Reformatory Schools is submitted annually to Government. It is unnecessary therefore to give a detailed account of them in this review. As stated in the report for 1905-06, much improvement has occurred in recent years in respect of discipline and conduct; and this has no doubt been due to the policy laid down by Government that the boys should be treated as if they were at school and not as if they were in jail.

775. The question of the removal of the Alipore Reformatory School to a site where there will be room for the proper development of the school and for play-grounds is still under consideration. An alternative would be to

amalgamate the two schools into one large well officered and well equipped institution; and this proposal certainly deserves careful consideration.

The education of defectives.

Schools for the blind.

776. The returns show two schools for the blind. One of them is in Calcutta, the other is in Ranchi. The former is called the Kareya Blind School. It was founded and is conducted by Mr. Lal Behari Saha, who is a Bengali Christian. On the 31st March 1907 eleven pupils were attending the school. Its total expenditure during 1906-07 amounted to Rs. 3,709, towards which Government contributed Rs. 250, a similar contribution being made by the Calcutta Municipality. The children are taught to read by means of Braille type and to write by means of holes bored on thick paper to symbolise letters. They are also taught cane-work, screen-making and music. The blind school at Ranchi is under the management of the local Anglican Mission. On the 31st March 1907 there were 19 pupils on the rolls of the school. The children are taught to read Hindi by means of the Braille system, also basket-making, cane-work, and mat-making. The total cost of the school during 1906-07 was Rs. 1,534, towards which Government contributed Rs. 375 and Municipal funds Rs. 75. Government has now decided to increase substantially its grant-in-aid.

A correction.

777. Paragraph 206 of last year's report contains an error. At the close of the previous quinquennium there were two schools for the blind in Calcutta, *viz.*, the Kareya School and the London Mission Society's School. The latter, however, was closed during 1902-03. The Kareya School is therefore at the present time the only school for the blind in Calcutta.

School for deaf mutes.

778. The Calcutta Deaf and Dumb School is the only school of this kind in the Province. The object of the school is to teach deaf mutes to understand what is communicated to them by observing the movements of the lips of the speaker, and also to communicate their own thoughts by articulate sounds. The pupils are also taught drawing and tailoring. There is a normal class attached to this school for the training of teachers of the deaf and dumb. There were 52 pupils on the rolls of the school on the 31st March 1907. The total expenditure on the school during 1906-07 was Rs. 7,548. Towards this amount Government contributed Rs. 150 and the Calcutta Municipality Rs. 100. Stipends for the pupils under training in the normal class have also been sanctioned as a temporary measure.

Not a creditable record.

779. The record of what is done for the education of defectives is not creditable. The fact that practically nothing is done for the education of the blind is especially regrettable.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Introductory remarks.

Definition.

780. Paragraph 207 of the report of public instruction in Bengal for 1905-06 quotes the definition of "private institutions" as given in the Fourth Quinquennial Review, namely "schools which have not accepted Departmental or University standards." It also contains a warning that these institutions must not be confused with institutions under private management, aided or unaided, which are recognised by the Department and which form the bulk of public institutions shown in the statistical returns. Both the definition and the warning are applicable to the present review.

Classification for the purpose of statistics.

781. For the purposes of statistics "private institutions" are divided into four classes—

(1) Advanced institutions teaching Arabic, Sanskrit or any other oriental classical language.
(2) Elementary institutions teaching a vernacular only or mainly.
(3) Elementary institutions teaching the *Koran*, *i.e.* *Koran* schools.
(4) Other schools.

The dividing line between "elementary" and "other" institutions.

782. The dividing line between "elementary schools teaching a vernacular only or mainly" and "other schools" is not very clearly drawn, as far as schools for what may be called general instruction are concerned. The general line of division appears, however, to be that under "other schools" are classed those "private institutions" for general instruction the curriculum of which is purely elementary, whereas institutions which attempt a slightly more ambitious course, which includes in most cases some study of a classical oriental language, are classed as "elementary schools teaching a vernacular only or mainly." Under "other schools" are also included schools for teaching special subjects or arts, for example the music schools of the Burdwan Division, some account of which is given below. The instructions to inspecting officers will be examined, and more explicit directions with reference to the classification of private institutions will, if necessary, be issued, but the statistics regarding institutions outside the control of the Education Department will be always more or less unreliable. With the increased inspecting staff which is now being provided a more accurate survey of private institutions should become possible. The figures for all the years of the quinquennium under review, must, however, be regarded with suspicion.

Statistics.

Decrease during the quinquennium.

783. According to the returns there were at the end of 1906-07, 4,786 private institutions with 54,024 pupils. This means a decrease during the quinquennium of 1,145 institutions and 5,165 pupils. According to the returns the decrease during 1906-07 amounted to 429 institutions and 2,997 pupils. The adoption by *maktabs* of Departmental standards in the circumstances explained in the chapter on the education of Muhammadans and their consequent classification as "public institutions" would partly account for this decrease. The largest decline, however, is recorded in "elementary schools teaching a vernacular only or mainly." This decline amounts during the quinquennium to 26·8 *per cent.* in institutions and 22·1 *per cent.* in pupils; whereas the decline in *Koran* schools during the same period amounts to 24·7 *per cent.* for institutions and 14·6 *per cent.* for pupils. Seeing that in addition to these figures a very considerable increase in primary schools is recorded for the quinquennium, it may be fairly concluded that there has been during the last five years a marked tendency towards adaptation to Departmental standards, both on the part of Muhammadan and other elementary indigenous schools.

Girls in private institutions.

Increase during the quinquennium.

784. No special institutions for girls teaching Arabic or Persian or Sanskrit are returned, but 268 females are shown as reading Arabic in private institutions for males which teach Arabic or Persian. The number of girls in elementary, *Koran*, and miscellaneous schools, which now stands at 2,646, has almost doubled itself during the quinquennium under review. The *Mahakali Pathsala* in Calcutta is classed as a miscellaneous institution. Thirty-six private institutions for females are included in the returns, and these are attended by 1,538 girls. Over 47 *per cent.* of the total number of girls under instruction in private institutions are in institutions for the instruction of males.

Private institutions teaching Arabic and Persian.

Number and local distribution.

785. The number of these institutions is returned as 844 with 10,104 pupils. This represents a decline during the quinquennium of 90 institutions and 666 pupils. According to the statistics the number of these institutions varies very much in the different Divisions. Thus, Patna is shown as having 579 schools with 6,688 pupils; then comes Bhagalpur with 198 schools and 2,259 pupils; then Burdwan with 41 schools and 598 pupils; then Chota Nagpur with 13 schools and 242 pupils; then Orissa with 9 schools and 139 pupils; and finally the Presidency Division with 4 schools and 178 pupils.

Private institutions teaching Sanskrit.

786. Under this head are included Sanskrit *tols* which have not adopted the standards prescribed by the Education Department and which do not send up candidates for the Sanskrit title examination. The number of these institutions is now returned as 725 with 6,289 pupils. This represents a decline during the quinquennium of 146 institutions and 1,279 pupils. Against this must be set the increase in the number of *tols* which conform to Departmental standards as evidenced by the greater number of candidates sent up for the Sanskrit title examination. Sanskrit *tols* which do conform to Departmental standards are included in the statistics as "other schools, miscellaneous" under the head "schools for special instruction." *Tols* not conforming to Departmental standards.

787. The number of these schools also varies considerably in the different Divisions. Patna again heads the list with 443 schools and 4,262 pupils; then comes Burdwan with 178 schools and 1,140 pupils; then Bhagalpur with 75 schools and 631 pupils; then Orissa with 17 schools and 147 pupils; then Chota Nagpur with 7 schools and 88 pupils; and finally the Presidency Division with 5 schools and 21 pupils. Local distribution.

Miscellaneous institutions.

788. Under the head of "other schools not conforming to Departmental standards" a very miscellaneous collection of institutions is classed. As explained above, purely elementary schools which have not adopted the courses of study prescribed by the Education Department are included under this head; also all elementary schools, whether they attempt the prescribed curriculum or not, which contain less than 10 pupils. Some of these elementary schools attempt instruction in English. Then there are institutions which teach certain special subjects or arts required by certain sections of the community. A Telugu *pathshala* for the instruction of Madrassis and a Nagri school for Marwari boys are, for example, mentioned by the Inspector of Orissa as being included under this head. Elementary and special schools.

789. According to the returns there are now almost three times as many miscellaneous private institutions as there were at the close of the previous quinquennium, and the pupils have increased in an almost similar proportion. The latest figures are 257 institutions and 7,266 pupils. Fourteen of these institutions are for girls, and 1,229 girls are returned as studying in them. According to the statistics there has been during the quinquennium an increase in male pupils by 180·9 *per cent.*, and in female pupils by 243 *per cent.* Owing to the general unreliability of the returns and the absence of any fixed principle of classification no definite conclusions can be safely drawn from these figures. As pointed out in paragraph 782 above, the dividing line between "other schools" and "elementary schools teaching a vernacular only or mainly" is not clearly drawn, and the fact that according to the statistics schools of the latter class have declined during the quinquennium by 26 *per cent.*, while those of the former class have increased by 159 *per cent.*, suggests that the method of classification has not been uniform. Increase during the quinquennium.

790. The five schools for the teaching of Hindu music, both vocal and instrumental, which are situated in the Bankura district of the Burdwan Division may be mentioned here, although the two most important schools, viz., those at Bankura and Bishnupur, being aided from Provincial revenues, are classed as public institutions. Bishnupur was once the seat of one of the eight dynasties of Hindu rulers established in the eighth century A. D. who held the Bengal frontier against the jungle tribes of the western plateau. The town was once the centre of Bengali music, but with the decline of the Raj the culture of music was neglected. The schools at Bankura and Bishnupur aim at teaching persons who will themselves become teachers of music afterwards. In this they appear to be meeting with some success, for of the three other schools in the district certainly one, and probably all, were started by their pupils. The work of these schools is deserving of every encouragement. Music is now universally recognised as an integral part of school education. Both in the syllabus now in force and in the syllabus recently sanctioned for the infant section and standards I and II songs are prescribed for the infant Music schools.

section of schools. The introduction to the last-named syllabus emphasises the ethical influence of school music. In paragraph 822 below it is suggested that the value of school music has been rather ignored in the past. At any rate the gain to education of having school teachers who are well versed in Indian music would be very great.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

The scope of the chapter.

The ethical aspect of education.

791. All education is ethical in the sense that its main aim is the formation of character. It is possible, however, to consider the ethical as distinct from the intellectual aspect of education. The scope of this chapter is those influences which go to mould the character of the young, but which are not purely intellectual. In previous chapters an attempt has been made to give some account of colleges and schools regarded mainly as institutions for the training of the intellect. This chapter is therefore supplementary. The intellectual and ethical functions of education are in reality inseparable, but they can be considered apart.

The views of the Government of India as expressed in their Resolution of 1904 on Indian Educational Policy.

792. In their Resolution on Indian Educational Policy which they issued on the 11th March 1904 the Government of India referred to the remark, so often made, that the extension to India of an education modelled upon European principles, and, so far as Government institutions were concerned, purely secular in its character, had "stimulated tendencies unfavourable to discipline," and had "encouraged the growth of a spirit of irreverence." They added as follows:—

> "In Government institutions the instruction is and must continue to be exclusively secular. In such cases the remedy for the evil tendencies noticed above is to be sought, not so much in any formal method of teaching conduct by means of moral text-books or primers of personal ethics, as in the influence of carefully selected and trained teachers, the maintenance of a high standard of discipline, the institution of well managed hostels, the proper selection of text-books, such as biographies, which teach by example, and above all in the association of teachers and pupils in the common interests of their daily life."

The treatment of the subject in the Fourth Quinquennial Review.

793. In this chapter, as treated in the Fourth Quinquennial Review, the subject has been discussed under the following main heads:—

(1) The maintenance of well managed hostels.
(2) Physical training and the encouragement of manly sports.
(3) The influence of carefully trained and selected teachers.
(4) The maintenance of a high standard of discipline.
(5) Social intercourse between teachers and pupils in the play-ground and elsewhere.
(6) The selection of text-books, such as biographies, inculcating a wholesome example.

Hostels and messes.

The Calcutta mess scheme.

Government action previous to 1905.

794. In 1900 the Government of Bengal issued rules regulating the conditions under which students of colleges and pupils of schools were to reside. These rules were elaborate and fairly stringent, and in 1904 their requirements were made more exacting. In spite of these regulations it was found that the conditions under which students and pupils lived in big towns was most unsatisfactory. Mr. Russell, who is now officiating as Principal of the Patna College, was appointed in 1904 to report on the students' messes in Calcutta. The condition of affairs which his report revealed showed that an immediate remedy was called for. The matter was taken up at once and, as a result, what is known as the Calcutta mess scheme was inaugurated from the beginning of 1905. This scheme is described in paragraph 209 of last year's report.

Extention of the scheme to the *mufassal*.

795. As explained in paragraph 212 of last year's report a scheme on lines similar to those followed in Calcutta was during 1906-07 initiated in connexion with all the important colleges in the *mufassal*.

796. According to the new University regulations students must reside in hostels or messes. These institutions are strictly defined and certain conditions for their working are prescribed. Under these regulations a students' residence committee has been appointed. Seeing that by these regulations the control of the residence of students has passed to the University, and to avoid the complications which would ensue from dual control, the working of the mess scheme in Calcutta has been handed over to the University. An annual grant has been guaranteed so as to indemnify the University against loss, and an educational officer has been lent free of cost to act as Inspector of Hostels. The University residential regulations and the transfer of the Calcutta mess scheme to that body.

797. In last year's report it was observed that, whatever it might be possible to do in the immediate future, there could be very little doubt that the creation of collegiate hostels was the goal to which progress pointed. In his speech at the last convocation the Hon'ble Mr. Justice Asutosh Mookerjee stated that he fervently trusted that the time might come when all the colleges affiliated to Calcutta University would be converted into "truly residential colleges of the type so familiar in the Universities of the West." The residential college is the ideal.

"Then and then alone," he added, "will there be the growth of corporate life amongst our students, and each college will fittingly be described as a corporation of teachers and students banded together for the promotion of learning."

798. The Rev. A. B. Wann, Principal of the General Assembly's Institution, is of opinion that nothing short of a college hostel for every student coming to Calcutta from the *mufassal* will remedy the evil which the licensed mess system is intended to remove. Mr. Wann's views.

"During the last two years of the quinquennium," he writes, "the system of licensed messes was in force. I cannot regard it as a satisfactory system. Too many students still live with guardians whose suitability is very doubtful, and within the messes it is difficult to obtain a sufficient supply of well qualified resident superintendents. The houses, too, are in most cases not well suited for messes. Nothing short of college hostels for every *mufassal* student will, in my opinion, remedy the evil which the licensed mess system is intended to remove. It is only in hostels that one can ensure the suitable accommodation, strict oversight, quietness for study, care in sickness and freedom from domestic worries, which students require. Were such provided, I believe the voluntary inflow of students would be so great that the licensed mess system would die a natural death. Such at least is our experience; the great majority of our *mufassal* students enter licensed messes only after being refused admission to the hostel for want of room."

Statistics of boarding-houses.

799. The number of boarding-houses has increased during the quinquennium from 219 to 373, and the number of their inmates from 6,664 to 11,309. These figures take into account boarding-houses for Indian pupils only. The statistics quoted in paragraph 215 of last year's report, which were taken from General Table VIII for 1905-06, included boarding schools for Europeans and their resident pupils. Properly speaking there are no boarding-houses for Europeans, because all European schools which admit boarders are in their essence boarding schools in the sense that they receive pupils and feed, house, and teach them for a consolidated fee. The boarding arrangements are not an adjunct to the schools, but essential parts of them. According to the returns the number of boarding-houses for Indians has declined during 1906-07 by 4 and the number of their inmates by 385. The term boarding-house as used in this and the following paragraph includes hostels and recognised messes. The development of the hostel system during the quinquennium.

The residence of school boys.

800. It has not yet been possible to work out any general scheme for the residence of school boys; but schemes are in progress for providing hostel accommodation for every Government high school at which such accommodation is not already provided. Under the new University regulations one of the conditions of recognition is that when pupils do not live with their parents or guardians, the school authorities shall insist on their residing either in a hostel or a mess which is duly inspected and placed under the control of some person responsible to the head master of the school for the discipline and well being of its inmates. In practice, this, generally speaking, means but very little; and, unless hostels are provided, no real progress can No general scheme has yet been evolved.

be expected. Mr. Tipping has initiated a scheme whereby the pupils of the *zilla* schools of the Orissa Division are divided into batches, each batch being assigned to the special care of a teacher, who is required to watch the progress of the pupils entrusted to him, visit them and co-operate with their guardians, as far as possible, in promoting their physical, intellectual, and moral welfare. This is a system which might will be imitated at other Government schools pending the construction of hostels.

The problem of the residence of school boys is vital.

801. In last year's report allusion was made to "the squalid dens" in which school boys had been found residing and to the evil which they were likely to acquire as a result of living under such conditions. The problem is a vital one. If schools are to have a wholesome influence in developing the character of the community, a system which allows boys to be attracted to schools in towns and then permits them, and perhaps even compels them, to live under conditions calculated to ruin their sense of decency and self-respect cannot be condemned too emphatically. Nor is it any use blinking the difficulties of the situation. The ordinary high school cannot do much more than exist in a condition of inefficiency, and the University is now demanding a considerably higher standard of efficiency as a condition of recognition. Such a school has ordinarily no funds whatever which it could devote to the construction of a hostel, and subscriptions are not easily raised. Not only in Calcutta, but in many towns in Bengal, decent houses are hard to obtain even at comparatively high rents. The pupils who require accommodation in hostels or messes are frequently those whose allowances from their parents do not amount to more than the school fee *plus* the barest possible margin necessary for their subsistence. There are school hostels, to which the designation "squalid dens" would appear to be not inapplicable.

"I have seen hostels," writes the Inspector of Schools, Chota Nagpur Division, "in which it would be better that there were no inmates. Some of them are no better than cattle-sheds. They and their surroundings cannot uplift the ideal of sanitary and respectable living. The main cause of this is that schools have had laid upon them an expense which they are unable to afford."

It is scarcely reasonable to look to Government to supply all the funds required.

802. The question is largely a financial one, but it is surely not reasonable to look entirely to the public funds. Government has always shown itself ready to co-operate in any scheme for improving the conditions of student-life. Is it too much to hope that the Indian community will on their part make an effort to improve the conditions under which school boys live?

Physical exercise.

Games.

Games at colleges.

803. Games have now come to be regarded as a recognised branch of the activity of colleges and schools. Practically every college has its athletic club, and there are in educational centres competitions for football, cricket and hockey cups, which evoke a considerable amount of enthusiasm. It is doubtful, however, whether the mass of college students appreciate the value of physical exercise sufficiently to render organised systems of regular college games successful. It is organisation and not enthusiasm that is wanting. This is illustrated by the fact that a system of compulsory games has recently been intoduced at the Patna College with complete success.

"The new system of coercion," writes Mr. Russell, "has been successful in an almost surprising degree; and for this the students themselves deserve a main share of the credit. They quite realise that compulsion in these matters is good for them, and have taken to games with much more keenness and energy than I anticipated. Little or no attempt has been made to evade the rules. There has been in consequence a marked improvement in the tone and spirit of the college during the year."

Games at schools.

804. The boys of the great majority of secondary schools play one or more European games. Football is the most popular; then comes hockey. Cricket is played at Government and missionary schools, but many private schools cannot afford it. The development of school-games generally is greatly hampered by the want of suitable play-grounds. Another difficulty lies in the fact that few of the present masters know anything about games.

"The older masters," writes Mr. Stark, "still look askance at cricket, football and hockey, and conceive that boys might be more profitably employed at their books. The middle-

aged teachers view games with mild complacency and tolerate them because they are a fad of the *Sircar*. Some of the younger teachers venture occasionally upon the play-ground, but rarely go to the length of standing to the wickets or joining in a scrimmage."

805. This is a difficulty which is no doubt only transitory, for there is now real enthusiasm for games. The importance of providing at the training colleges facilities for athletics has not been lost sight of in the schemes which are now before Government.

806. Indigenous games are played at primary, and less commonly at middle, schools. They are not unknown in high schools, but in these institutions there is a tendency to regard such games as *infra dignitatem*. Indigenous games.

Drill and gymnastics.

807. Provision for gymnastics is made at all Government colleges. At the Presidency College attendance at the gymnastic class is compulsory for the first year class, and all the students of the Patna College are compelled in addition to playing games to attend two gymnastic classes a week. Exemption is, of course, always granted on medical certificate. Gymnastics at colleges.

808. As long ago as 1890 Government ordered that, when school boys declined to avail themselves of the available opportunities for physical exercise, some form of drill should be made compulsory. Subsequently drill was made compulsory in all Government and aided schools for boys, and a drill book based on the system of *desi kasrat* (indigenous physical exercises) in use in the Central Provinces was prepared at Government expense. Suitable provision for instruction both in drill and gymnastics is one of the conditions under which Government aid is given to high schools, but it is probable that except at a few Government and missionary schools the practice of gymnastics is not regarded very seriously. Annual arrangements are made for the training of drill and gymnastic instructors at the Calcutta *Madrasa* and at the regimental gymnasium at Dinapore, but an entire inability on the part of those who attempt to give instruction in these subjects not only to teach them properly, but even to understand what they mean or why they are taught, remains one of the most prominent features of the situation. Inspectors' reports describe drill in most primary and middle schools as an unqualified farce. Drill and gymnastics at schools.

809. Expert advice is required; and, as foreshadowed in paragraph 218 of last year's report, Government has undertaken, as an experimental measure, to contribute towards the salary of a physical director to be recruited from America by the Young Men's Christian Association of Calcutta. If this experiment proves a success, the question of recruiting one or more such officers for Government service will be considered. A physical director.

The influence of carefully trained and selected teachers.

810. The question of the training of teachers has been discussed fully. In the chapter on secondary education the general inefficiency of the teachers now employed in secondary schools is emphasised. It is only necessary to point out here that schools staffed by untrained and imperfectly educated men, who are generally discontented with their lot, are no more likely to mould character than they are to develop intellect. The inefficiency of teachers detracts from the ethical as well as the intellectual value of schools.

Discipline.

811. No serious breach of discipline is reported as having occurred at any Government college or school during 1906-07. A few excesses in which students were implicated led to breaches of the peace. The most serious of these was the Santipur assault case. On the whole, however, the reports both of Inspectors and Principals indicate that the standard of discipline maintained generally was about up to the level of the last few years, which in the face of the abnormal conditions which have obtained in some parts of the Province may be regarded as creditable. Discipline in schools and colleges during 1906-07.

812. There is no doubt, however, that the discipline of colleges and schools in Bengal has not for many years been what it should be. Indians of position have on many different occasions deplored this feature of education in modern India and suggested various remedies for it. Indeed, as may be Want of discipline and a general spirit of irreverence is an every day criticism of our educational system.

gathered from the remarks of the Government of India which are quoted in the opening paragraph of this chapter, it has become an almost every day criticism of the present system of education in India that it has stimulated tendencies unfavourable to discipline and encouraged the growth of a spirit of irreverence.

The present want of discipline did not originate in the *swadeshi* movement.

813. How this has come about, it is not altogether easy to explain. The recent political agitations are clearly not altogether responsible, though the general license has no doubt increased since the initiation of the so-called national movement. Breaches of discipline which are caused by some external excitement, though they indicate that the bonds of discipline are not strong, do not necessarily imply that the general conditions are those of license.

Mr. Küchler's views.

814. In his quinquennial report Mr. Küchler makes the following remarks on the discipline of the schools in the Bhagalpur Division. They may probably be regarded as of general application.

"The state of discipline in the aided schools of this Division leaves much to be desired, and has indeed shown a tendency to deteriorate during the latter part of the period under review. Discipline in the sense that it is understood in English schools, is, of course, unknown as yet in the privately managed schools of this Province, chiefly because the head master is possessed of little or no authority. His tenure of office depends, as he is well aware, entirely on the good-will of the managing committee, and if he wishes to retain his position and to live in peace, he has at all costs to keep on good terms with the members, as well as generally with the parents of the boys. As Indian parents have, unfortunately, not yet learnt the value of school discipline, and for the most part resent any punishment inflicted on their boys, it is obvious that a head master who is at the same time a disciplinarian occupies an almost impossible position. The school-boys, too, are fully aware of the limited nature of the head master's powers, as on the rare occasions when he ventures to exercise his authority in the interests of discipline, his decisions are generally reversed by the managing committee. And yet the great majority of school-boys in this Province are by nature so gentle, obedient, and tractable that till within recent times the general standard of behaviour has been fairly good, and such breaches of discipline as have occurred have been of an isolated character. The prominence, however, into which the school-boy class has of late been brought by the flattering appeals made to it for assistance in semi-political movements has given the boys an exaggerated sense of their own importance, and has, in the absence of the restraining force of discipline noted above, led them, in some cases, into excesses which are at variance with their true character."

Social intercourse between teachers and students.

Common rooms.

815. During the quinquennium under review all the Government colleges in the Province were provided with common-rooms. Many private colleges are now similarly provided. Newspapers and magazines, &c., are supplied for these common-rooms, and in connexion with them, there are, as a rule, various clubs, literary, debating, and sometimes dramatic. At the Patna College an archaeological society has been organised in connexion with the common room, as also a college magazine.

College magazines.

816. The first college in Bengal to attempt a college magazine was the Bangabasi College, Calcutta. During the quinquennium under review magazines have been started at the Presidency College, St. Xavier's College, Bishop's College, the Doveton College, and, as explained above, the Patna College. The Moslem Institute also publishes a magazine. This development is rather a striking indication of the growth of the idea of the corporate unity of a college.

Teachers and pupils in the playing field.

817. Probably in no sphere is the influence of a teacher's personality impressed upon his students more forcibly than in the playing field. Allusion has already been made to the success of the system of compulsory games which has been introduced at the Patna College and to the marked improvement in the tone and spirit of the college which has resulted from it. This success must be ascribed in no small measure to the fact that the Principal not only takes a keen personal interest, but also shares, in the games of the students.

The value of college clubs.

818. The ethical value of college clubs and common rooms depends upon their being systematically organised and worked with persistent enthusiasm. Enthusiasm is not difficult to evoke, but it is not very readily engendered among the students by themselves, nor when engendered is it very

permanent. The success therefore of these institutions depends largely on the amount of time and trouble which professors are willing to devote to them. This again is partly determined by the distance from the college at which the professors reside. As stated in paragraph 217 of the last annual report, the influence of a professor over his students can only be brought to bear fully and effectively, when social life has been evolved by teachers and taught living near each other under the conditions of a residential institution. Something can, however, be done under existing conditions. In this connexion the following remarks of the Rev. A. B. Wann, Principal of the General Assembly's Institution, may be quoted:—

"I am strongly impressed with the value of college clubs in fostering the sense of a corporate unity in which the staff and the students both share and in developing bonds of kindly relationship between them, quite apart from the value of any accomplishment, mental or physical, which the club has been founded to promote."

The influence of text-books.

819. In 1904 an order was issued that all reading books both in the vernacular and in English should contain "suitable biographical selections such as would inculcate in the pupils habits of order, diligence and truthfulness combined with submission to authority and reverence to their elders." The order added that "these lessons should be drawn from the lives of Hindu, Muhammadan and Christian worthies instead of being confined to one section of individuals." The order of 1907.

820. It is doubtful whether the text-books which have been written in compliance with this order are of much ethical value. It is not an easy matter to write a biography which will appeal to what is best in the youthful mind. Text-books generally have not been of a high order, and it is a question whether some of the moral stories which are now read by school-children do not tend to make moral instruction ridiculous. The effect of the order.

821. The introduction to the revised syllabus of studies for the infant section and standards I and II insists upon the ethical aspect of all true education, and emphasises the fact that the most important factor in the moral training of a school is the habitual conduct of the teacher and the general system of school life. It admits, however, that something may be effected by biographical teaching, and attempts to indicate the conditions under which such teaching is likely to prove most effective. The following is an extract from the introduction:— The directions of the revised syllabus.

"Moreover the moral training which a school should give cannot be left to chance; on this side no less than on the intellectual side the purpose of the teacher must be clearly conceived and intelligently carried out. Something may be done through the expression and reading lessons. In these the children may be taken through the biographies of typical heroes or heroines, and these biographies should be treated in the main with a view to illustrating the action of real persons and the principles of conduct and qualities of character which promote the welfare of the individual and society. The lives of great men and women, carefully selected from all stations in life, will furnish the most impressive examples of obedience, courage, strenuous effort, serviceableness—indeed of all the qualities which make for good citizenship. The teacher should place in relief those actions of his heroes or heroines which exhibit their higher qualities, but should take care not to raise them far above the level of common humanity by the omission of their faults or shortcomings. He should make the picture a life-like and instructive exhibition of character, and of the effect on the individual and on those around him, for good or evil, of the acts recorded."

822. The introduction goes on to remark that a similar appeal can be made to the imagination of children by the use of music in well chosen songs or of appropriate passages of the best literature of their mother tongue. Perhaps the ethical value of these influences, especially the last, has not been sufficiently emphasised in the past. The revised syllabus prescribes that extreme care should be taken that no piece is included in the reading primer which has not at least a strong claim to be considered poetry. It adds the following quotation:— The influence of music and literature.

"Learning by heart is valueless, unless in the process the memory is enriched with a store of beautiful thoughts, expressed in beautiful language, which will serve as a touchstone to the scholar's own method of expression and be a constant source of pleasure to him."

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Conference about the revision of the courses of study in schools for Indians.

The revision of the lower primary syllabus.

823. The quinquennium under review was an era of conferences. The most important of these was undoubtedly the series of conferences and committees held in connexion with the revision of the vernacular scheme of education introduced in 1901, in so far as it affects lower primary, and especially rural lower primary, schools. The deliberations of the various conferences and committees resulted in the publication under Government Resolution No. 1028T.—G., dated the 10th June 1907, of the revised syllabus for the infant section and standards I and II of schools of all classes. The various stages of the deliberations are set forth in the opening paragraphs of the Resolution.

The revision of the syllabus of studies for standards III to VI.

824. During 1906-07 a special committee was appointed by Government to revise the syllabus of study for standards III to VI. This committee held frequent meetings. The result of the labours of this committee is now before the public in the shape of revised courses of study in all the subjects of the curriculum.

Other conferences.

A list of the important conferences of the quinquennium.

825. As regards the other conferences which were held during the quinquennium no detailed description is required, because they have all been mentioned in this review in the course of the account of the development of the particular branch of education with which each was concerned. A list of the most important is given below; the paragraphs of the review in which each conference is mentioned are also shown—

(1) The conference of 1904 to discuss the primary education of Muhammadans (paragraph 728).

(2) The conference of the committee appointed in 1904 to consider the development of industrial education (paragraph 478).

(3) The conference of 1905 to discuss the question of the residence of students in Calcutta (paragraph 794).

(4) The conference of 1905 to consider the question of commercial education (paragraph 381).

(5) The conference of 1906 to discuss the possibility of regrading European schools and of prescribing a curriculum suitable to each grade (paragraph 597).

(6) The conference held at Darjeeling in 1906 to consider the extension of elementary education among the hill population (paragraph 771).

(7) The conference of 1906 to discuss the scheme put forward by Mrs. P. K. Roy for encouraging instruction in *zananas* by a system of scholarships and rewards (paragraph 578).

(8) The conference of 1906 to consider the advisability of prescribing courses of study for Muhammadan *zananas* (paragraph 582).

(9) The conference of 1907 to discuss the advisability of establishing a Sanskrit Examination Board (paragraph 173).

Divisional conferences.

Educational and administrative conferences.

826. A certain number of conferences are held annually in each Division. At these conferences inspecting officers discuss subjects connected with education and its administration. When the topic is an educational one non-officials who are connected with education are invited to attend. There is nothing with regard to these conferences which calls for special mention. They serve a useful purpose.

The delegation of powers to inspectors of schools.

827. In paragraph 226 of last year's report a conference of inspectors of schools for the purpose of discussing the delegation of powers now exercised by the Director was foreshadowed. Owing to the fact that the superior inspecting staff, to which such delegation could be made has not yet been fully recruited this question has not yet been taken up. No action has been taken.

CHAPTER XV.

TEXT-BOOKS.

Introductory remarks.

828. The action which the Imperial Government has taken from time to time in connexion with the extremely difficult question of text-books for Indian schools is set forth in chapter XVII of the Fourth Quinquennial Review. A description of the system of text-book committees in vogue in the various Provinces is also given in that chapter. The system which has obtained in Bengal during the quinquennium under review has been exactly as Mr. Nathan describes it. A reference to the Fourth Quinquennial Review.

The present position.

829. The production of text-books in Bengal has been left to unguided private enterprise. The function of the text-book committees has been confined to advising the Local Government as to whether the books placed before them by the Director of Public Instruction can be approved or not. A great many books have been produced under this system, and there is now a long list of text-books approved by Government; but there is evidence that the great majority of text-books which are being used in schools are educationally speaking very unsatisfactory. This point has been emphasised in the chapters on primary and secondary education. The production of sound text-books is vital to the future of education in Bengal. The system of unguided private enterprise has failed.

830. It appears to have been scarcely realised that the writing of a good school-book calls for a combination of qualities which are rare even in the most highly educated societies. In the first place a very considerable knowledge of the subject treated is essential. A man must be very sure of his facts before he can explain anything to a child. Secondly, some knowledge of the psychology of children's minds is indispensable. But the possession of both these qualities is as nothing, unless they are combined with a facility for simple but dignified expression, a gift which is rare indeed. The preparation of school text-books, then, is not an easy matter; and in European countries, and especially in Germany, it is not a task which is as a rule attempted except by persons who are not only acknowledged authorities on the subject on which they write, but have also had years of practical experience in teaching it. Moreover, the production by one man of text-books concerned with more than one branch of education is in Europe almost unknown. In Bengal one man who is perhaps not even a teacher by profession will produce text-books in three or four branches of education. A new profession has in fact been created, namely that of text-book writer; and as the Greek sophists went about the world offering to discourse at a moment's notice on "all knowledge and being," so the text-book writer requires only a few weeks' warning and he will produce a schoolbook on any subject whatever. The preparation of text books is not an easy matter.

831. To the difficulties which are universally inseparable from the preparation of school books must be added certain linguistic difficulties which are peculiar to the conditions of modern India. Allusion has already been made to this aspect of the question in the chapters on secondary and primary education. As regards Bengali there appear to be reasons for supposing that a more or less uniform written language is being evolved. The language of the more respectable Bengali newspapers is, for example, much the same throughout the Bengali-speaking area of this Province. But the language of the newspaper is not intended to be literary, and this uniformity does not extend to literary productions. A foreigner who reads modern Bengali literature is struck The linguistic difficulties.

by the differences not only of style but of vocabulary which separate one author from another. There does not seem to be any fixed standard of literary diction, and one is frequently staggered at the wide divergence of view as to what is or is not good Bengali, which appears to be possible among educated persons. There is absolutely no parallel to this in Europe, except perhaps in modern Greece. These linguistic conditions enhance enormously the difficulty of producing school books in simple but dignified language.

The only hope seems to lie in a combination of all the available talent.

832. In the circumstances outlined above it is small wonder that satisfactory school books are not now available. The persons who have what may be called the intellectual qualities required for the writing of school books must obviously be few, and the majority of those will probably not possess the necessary linguistic capacity. It would seem then, that the only hope of producing really satisfactory text-books was in securing a combination of the best educational and linguistic ability available. This can only be done by Government. In publishing the revised syllabus for the infant section and standards I and II Government in its Resolution of the 10th June 1907 directed the appointment of certain committees for the preparation of the various books which the introduction of the syllabus will necessitate. The works of private authors are not to be debarred, but the books prepared under the direction of Government will lead the way.

The criterion which school-books should be required to satisfy.

833. No book, whether prepared under the supervision of Government or not, should be allowed to be used in schools, until it has satisfied the criterion of a real educational and linguistic test. Experience does not lead one to suppose that the text-book committees as at present constituted in Bengal are capable of applying such a test. These committees consist of a miscellaneous collection of persons, most of whom are extremely busy men. Their function is primarily to see that the books used in schools contain nothing offensive. This duty they have performed satisfactorily. They can scarcely, as at present constituted, be held responsible for the educational soundness of every book to which they accord their approval. The text-books which will be prepared for the revised syllabus for the infant section and standards I and II will have to be passed by the special committee which drew up the syllabus, before they are submitted to the text-book committees. The responsibility of the latter bodies with regard to the books will be confined to securing that they contain nothing calculated to wound the feelings of any section of the community. A similar procedure will be observed in the case of the books required for the revised syllabus for standards III to VI.

The Calcutta School Book Society.

Sales during 1906-07. The future of the Society.

834. The sales of the Calcutta School Book Society amounted during 1906-07 to Rs. 1,52,348 as against Rs. 1,33,777 in the year 1905-06. The future working of the Society is still under consideration, but it has been ascertained by inquiry in many quarters that the Society meets a distinct public demand.

CHAPTER XVI.

A SUMMARY.

General features of the quinquennium.

835. The quinquennium under review has been an era of great activity and of considerable expansion. The actual improvements which have been effected are insignificant when compared with what still remains to be done, but it may be fairly claimed that the difficulties are now more clearly realised and the problem more distinctly delineated. Further advance is now to a considerable extent a matter of money. This might perhaps be said of every stage of educational development, but the educational activity of the past few years and the overhauling of practically every branch of education in which it has resulted has accentuated the fact that education costs a certain

amount and has brought into prominence the question how the funds which the various branches of education are now found to require for their efficient working and development are to be obtained.

Controlling agencies.

836. The main features of the quinquennium have been the re-organisation of the Provincial and Subordinate Educational Services and the increase of the inspecting agency. As regards the former it may be stated that the position and prospects of officers in these services have been considerably improved, but that the Lower Subordinate Educational Service, which was created in connexion with the re-organisation, has failed generally to give satisfaction. The proposed improvements in connexion with secondary education and the general expansion of education will probably necessitate before long further alterations in the organisation of the Education Department. As regards the inspecting agency a considerable number of additional appointments were sanctioned during the period under review, and some of these appointments were filled up. None of the additional Inspectors for whom appointments in the Indian Educational Service have been sanctioned have as yet arrived in India. The re-organisation and the increase of the inspecting agency.

837. The female inspecting agency was increased during the quinquennium by the appointment of an inspectress recruited in England. The staff now consists of an inspectress and of a locally appointed assistant inspectress in each division. The appointment of an additional inspectress to be recruited in England has also been sanctioned. The female inspecting agency.

838. Sub-Inspectors of Schools were during the quinquennium under review transferred from the service of District Boards to the direct control of the Education Department. Though under the direct control of the Education Department, sub-inspectors are expected to work in co-operation with the District Boards, and in districts in which there are no District Boards with the District Officers. The transfer of Sub-Inspectors to the direct control of the Education Department.

839. The relations between educational and executive and judicial officers were under review during the quinquennium. Circulars were issued both by Government and by the Education Department emphasising the importance of co-operation. During the last two years of the quinquennium there was a considerable improvement in this respect. The relations between educational and executive and judicial officers.

Collegiate education.

840. The period under review saw the Indian Universities Commission, the Indian Universities Act and the publication of the revised regulations of the Calcutta University. It is too early to attempt any criticism of the prospects of University education under the new *régime*. All Government colleges have been overhauled and definite proposals for the future working of each are now before Government. It is not quite clear how private indigenous colleges are with their present resources to comply with the demands which the new regulations of the University impose upon them. Several of the leading colleges of this type have applied to Government for annual assistance. A special Imperial grant to Calcutta University and its arts colleges was sanctioned in 1905. The Indian Universities Commission; the Indian Universities Act; the new regulations of the Calcutta University; the future of Government and private colleges; the special Imperial grant.

841. The junior and senior scholarships have been restored to their original number and value. The junior and senior scholarships.

842. At the end of the quinquennium under review there was one college and 1,354 students less than at the beginning. The expenditure, however, increased by Rs. 1,17,692. The whole of the additional expenditure was borne by public revenues. In calculating this increase the Imperial contribution has not been taken into consideration. Comparative statistics.

Secondary education for Indian boys.

843. At the end of the period under review there were 1,032 English secondary schools for Indian boys, and 409 middle vernacular schools for Indian boys; the former were attended by 1,22,937 pupils, the latter by Secondary schools and pupils.

24,350 pupils. One of features of the quinquennium was the decline in the popularity of middle vernacular schools.

Pupils in the secondary stage of instruction.

844. At the end of 1906-07 there were 60,616 pupils in English secondary schools for Indian boys in the secondary stage of instruction, 32,965 being in the high and 27,650 in the middle stage. Out of every hundred students studying in English secondary schools 27 were in 1906-07 studying in the high stage, as against 19 in 1901-02. One in every 67 boys of a school-going age was in an English secondary school, as against one in every 76 in 1901-02.

Expenditure.

845. The total expenditure on secondary schools for Indian boys amounted during 1906-07 to Rs. 25,43,105, which means an increase of between 4½ and 5 *lakhs* during the last ten years and of nearly 3 *lakhs* since the close of the last quinquennium.

Teachers.

846. The number of teachers employed in secondary schools for Indian boys at the close of the period under review was 8,647. Of these 1,577 only are returned as trained, and 1,360 are returned as possessing no qualifications.

847. The general condition of secondary education is unsatisfactory. At best secondary schools are regarded as institutions whose first, if not their only, duty is to pass candidates through the University matriculation examination. The domination of the matriculation examination over the curriculum of secondary schools has rendered their development impossible. The schools are for the most part inefficiently staffed and badly equipped and no complete courses of study have ever been worked out for them. Last year the Government of India made definite proposals for the improvement of secondary education, and the whole question is now under consideration. A revised syllabus for standards III to VI is already before the public.

Primary education for Indian boys.

Primary schools and pupils; pupils in the primary stage of instruction; proportion of pupils in the upper primary stage.

848. At the end of 1906-07 there were 33,954 primary schools for boys attended by 9,07,222 boys and 46,233 girls. The increase recorded for the quinquennium under review is 1,930 institutions and 1,34,918 pupils. The average annual cost of educating a boy in an upper primary school during 1906-07 was Rs. 3·7, while that of educating a boy in a lower primary school was Rs. 2·4. The total number of pupils in the primary stage of instruction in primary and secondary schools for Indian boys was 10,36,343, this being an increase of over a *lakh* and a quarter on the figures returned for the close of the previous quinquennium. The proportion of pupils in the upper primary stage shows an advance during the last 15 years.

Proportion of boys under primary instruction.

849. At the close of the quinquennium the proportion of boys under instruction in primary schools for Indian boys to the male population of school-going age was 244 *per mille*.

Expenditure.

850. The total expenditure on primary schools during 1906-07 is returned as Rs. 25,50,768; towards this amount public funds contributed Rs. 8,94,749 or 35·7 *per cent.*, fees Rs. 13,42,847 or 52·6 *per cent.*, and other private sources Rs. 3,13,172 or 12·3 *per cent.* The total increase in expenditure during the quinquennium under review was a little over 4½ *lakhs*. The proportion of the total expenditure borne by public funds has increased by 10 *per cent.*

Grants-in aid.

851. Payment by results was abolished in 1902-03 and a system introduced according to which the remuneration of a primary school teacher from public funds takes the form of a subsistence allowance paid quarterly and a further allowance paid at the end of the year, the latter depending on the number of pupils regularly attending the school, the nature of the instruction given and the general character of the school. It is generally agreed that this system is an improvement on the system formerly in vogue.

Teachers.

852. At the end of 1906-07 there were 39,526 teachers employed in primary schools. Of these 2,201, or 5·6 *per cent.*, were returned as trained, 12,324, or 31·2 *per cent.*, possessed no recognised qualifications.

Examinations and scholarships.

853. The lower and upper primary examinations were discontinued during the quinquennium and the scholarships provided for these stages have since

1904 been awarded according to a system in which selection and competition are both operative. The discontinuance of these examinations has withdrawn a distinct stimulus. The award of certificates at these stages is now under consideration.

Primary school buildings.

854. In 1905-06 the Local Government made a special grant of over 5 *lakhs* for the construction of primary school buildings. Owing, however, to the local contributions not being forthcoming in many cases, as also to difficulties with reference to the tenure of and responsibility for these buildings, in a good many districts, not much has been effected by the special grant.

The revised syllabus for the infant section and for standards I and II.

855. Shortly after the close of the quinquennium the Local Government published a revised syllabus for the infant section and for standards I and II. The revised syllabus will be introduced into schools from the beginning of 1910.

The training of teachers.

The training of English teachers; the training of vernacular masters for the higher classes of vernacular schools and the lower classes of English secondary schools.

856. Probably the greatest educational need of the Province at the present time is adequate machinery for training schoolmasters. There are no arrangements whatever for the training of teachers who impart instruction in secondary schools for Indians through the medium of English. Teachers of this kind are generally known as "English teachers," while those who teach through the medium of the vernacular are known as "vernacular teachers." A scheme for establishing an English teachers' college for graduates at Hooghly and a normal college at Bhagalpur for English teachers who had passed at least the entrance examination was sanctioned during the quinquennium, but it was found to be impracticable and alternative proposals for establishing in Calcutta a combined college for graduates and those who have passed the intermediate examination are now before Government. For the training of vernacular masters who teach in the higher classes of vernacular schools and in the lower classes of English secondary schools there are 6 so-called first grade training schools. There is a consensus of opinion that these institutions have deteriorated considerably during the last few years and that they are not now really capable of doing what they profess to be attempting. To improve the training of vernacular teachers a scheme was evolved which provided for the establishment at Bhagalpur of a model central training school for Hindi and Bengali-speaking teachers. This scheme was sanctioned, but it was subsequently found to be impracticable. Alternative proposals for developing the existing first grade training schools at Calcutta and Patna into model institutions, one for the Bengali-speaking and the other for the Hindi-speaking area of the Province are now before Government.

The training of teachers for primary schools.

857. A real attempt to train primary school teachers was inaugurated during the quinquennium in the so-called *guru*-training school scheme. The scheme was evolved in 1902 and it was overhauled at the beginning of 1906 by a special committee. At the instance of this committee it was decided to provide suitable and permanent buildings for the *guru*-training schools with hostels for the students, quarters for the head *pandit*, and a garden, and to increase the stipends of *gurus* under training. A sum of Rs. 1,91,000 was allotted during 1906-1907 for the construction of 96 additional schools and for the improvement of existing buildings. The new schools are to be opened with effect from the 15th January 1908. At the end of 1906-1907 there were 111 training schools for teachers of primary schools and 1,233 students were attending them.

The training of female teachers.

858. The classes for Indian school-mistresses have been completely re-organised during the period under review, and they are now reported to be doing very good work. Practically speaking, all these classes are in the hands of missions, and with the exception of a few Brahmos they train none but Christians. The great need of the moment is trained female teachers who belong to the orthodox Hindu and Muhammadan communities. Proposals for establishing two training colleges for Indian ladies, one at Calcutta and the other at Patna, are now before Government.

Professional and technical education.

Commerce; the Presidency College commercial class scheme.

859. A scheme for commercial education in connexion with the Presidency College was inaugurated during the period under review. The scheme as revised in 1905 provides for elementary commercial training by means of a day course

and more advanced commercial teaching by means of evening lectures. At the beginning of this year the class was moved to quarters of its own in Bow Bazar. The day class has met with some success; the great difficulty which it has to contend with being the hopeless want of general education possessed by the majority of the students who join it. The evening lectures have hitherto failed to attract any attendance, but it is not proposed to abandon them immediately.

"C" classes.

860. The attempt inaugurated in 1900 to develop a commercial course as an alternative to the course of the last two years of the high school curriculum has not been successful.

Art; the Calcutta School of Art.

861. The Calcutta School of Art was for years worked on lines which were entirely unsound. The school is now working on the right lines and there are some signs of progress, but there is still a good deal of leeway to make up.

Agriculture.

862. The agricultural class at the Civil Engineering College will be closed in November 1908. There are 5 agricultural classes attached to high schools. Last year the Director of Agriculture was asked to take these classes under his supervision. A syllabus was drawn up by that officer and the preparation of a suitable text-book is now under consideration. It has been decided that there is to be no attempt to teach agriculture as part of the ordinary school curriculum. Stress, however, is to be laid on the teaching of nature study with special reference to plant life. This branch of nature study is according to the revised syllabus for standards I and II to be compulsory in primary schools in rural areas. First grade training schools and *guru*-training schools are to be provided with gardens.

Engineering and surveying.

863. The health record of the Civil Engineering College, Sibpur, continues to be bad; definite proposals for removing the college to Ranchi have been submitted to the Government of India. The new regulations of the Calcutta University have necessitated a re-organisation of the Engineering Department; it is also proposed to re-organise the Apprentice Department so as to allow of closer specialisation. It has been decided to develop the Cuttack Survey School into an engineering school teaching the complete sub-overseer course and ultimately the complete overseer course. Proposals* for constituting a Joint Technical Examination Board for this Province and the Province of Eastern Bengal and Assam are now before Government. This Board will control the overseer and sub-overseer and the "B" class final examinations and advise Government as to the courses of instruction followed in these classes. The "B" classes in high schools have up to the present been almost as unsuccessful as the "C" classes. It has recently been arranged that the Principal of the Civil Engineering College is to inspect the "B" classes.

Mining.

864. During the quinquennium a mining class was opened at the Civil Engineering College and arrangements made for a system of instruction by lectures delivered in the mining districts. Two specially qualified officers have been recruited, one to be Professor of Mining at the Civil Engineering College, the other to be Mining Instructor in the mining districts.

Industry.

865. A scheme for improving the weaving industry of the Province by means of a central weaving school for Serampore was evolved and sanctioned during the quinquennium. Work will begin as soon as the officers required arrive from Europe. In other respects industrial education has not made much advance during the quinquennium. In 1906-07 a scheme was submitted to Government for starting at the Civil Engineering College classes in technological chemistry and in dyeing and the chemistry of dyeing. It has recently been proposed to recruit a specially qualified officer to be "Superintendent of Industries and Inspector of Technical and Industrial Institutions." It is hoped that this appointment will lead in time to the creation of a Provincial Department of Industry.

The education of Indian girls and women.

Girls under instruction.

866. One in every 33 girls of school-going age, or 3 *per cent.*, were under instruction on the 31st March 1907, as against one in every 58, or 1·7

*These proposals have been sanctioned.

per cent. At the close of the previous quinquennium, over 99 *per cent.* of the girls attending school were in the primary stage of instruction. One hundred and forty-three girls were in the high stage of instruction: all these were Christians or members of the Brahmo Samaj.

Expenditure.

867. The total amount spent during 1906-07 on schools and colleges for Indian girls and recognised *zanana* schemes was a little under 5½ *lakhs*; 51 *per cent.* of this expenditure was contributed from public funds.

Collegiate education.

868. At the Sanskrit title examination in 1907 a Hindu lady passed the degree examination in *sankhya* (philosophy).

Model primary schools.

869. A system of model primary schools was started in 1902. These schools have not been successful, mainly because they have been worked at a scale of expenditure at which efficiency was not attainable. The question of placing these schools on an efficient basis is now under consideration.

Co-education.

870. At the end of the quinquennium there were 364 girls in secondary schools for Indian boys and 309 boys in secondary schools for Indian girls; also 46,233 girls in primary schools for Indian boys and 2,173 boys in primary schools for Indian girls. Girls resort to the village schools for boys in some numbers, and this arrangement is not only necessary but in some ways desirable. There seems however to be little doubt that the absence of schools staffed by women tends to deter a certain class of parents from sending their daughters to school, and the inability of the village *pandits* to teach subjects such as needlework detracts from the efficiency of the ordinary village school as a place of education for girls.

The industrial training of women.

871. A lace school was opened in Kalimpong in 1905. This school has been very successful. Just before the close of the quinquennium an institution for the training of Indian women in industries which they could practice at their homes was opened in Calcutta by a league known as the *Mohila Shilpa Samiti* (the ladies industrial league).

Zanana education.

872. Two schemes for assisting the education of Indian girls and women by *zanana* agencies were inaugurated during the quinquennium. Both these schemes are still in force, and according to the returns some 1,200 girls and women are being educated by these means. The value of this work is greatly impaired by the impossibility of obtaining trained or even educated women as teachers. Towards the close of the quinquennium a further scheme was evolved for the encouragement in Bihar of *A'tus* or Muhammadan lady teachers.

General position.

873. The general position is that there is little prejudice against the education of girls, but considerable prejudice against any relaxation of the *purdah* system. Consequently little further advance can be expected, unless competent female teachers from the orthodox Hindu and Muhammadan communities can be made available.

The education of Europeans.

The system criticised and re-organisation proposed.

874. The whole system of European education has been subjected to searching criticism during the quinquennium under review. Proposals for a complete re-organisation which were agreed upon at a conference held in 1906 are now before the Government of India.

Expenditure and management.

875. The cost to Government of European education has increased considerably during the quinquennium. The prominence of the Roman Catholic Schools is still a noticeable feature.

Examinations.

876. The primary school examination was abolished in 1905 and the middle school examination confined to pupils who are ending their school education at this stage. The results obtained at the high and middle school examinations during the last few years have been very unsatisfactory, but a number of schools now take the Cambridge senior local examination instead of the high school examination. It is now proposed that the school final examination for secondary schools should be the Cambridge senior school certificate examination, and that for elementary schools there should be a school final examination conducted *in situ* on all the subjects of the curriculum.

The training of teachers.

877. At the beginning of 1904 the Government class at Kurseong for the training of European school teachers was transferred from the Victoria School to the Dow Hill School and confined to women. The conditions under which the class has since been worked have not been such as to render really efficient work possible. Proposals for establishing a separate training college at Kurseong are now before Government. The attempt to train Kindergarten teachers at the Welland Memorial School, Calcutta, was abandoned at the end of 1906.

Professional and technical training.

878. During the quinquennium a technical and a commercial class have been started at the Victoria School, Kurseong. The former has been quite successful, the latter eminently unsuccessful. The failure of European and Eurasian girls to take advantage of the opportunities offered them by medical careers is still noticeable. It is proposed to develop at elementary schools technical courses supplementary of the ordinary school curriculum the prescription of which has been recommended to Government.

The general position.

879. The problem of European education has two main phases; the education of the middle class, whether of pure or mixed European descent, and the education of the lower stratum of the Eurasian community. In connection with the latter phase the work of St. Andrew's Colonial Homes, Kalimpong, must be mentioned. The day schools in Calcutta are, however, perhaps the most important agencies for influencing the poorest Eurasians. These schools are hampered by want of resources. Their development will be considered. As regards the education of the middle class, the standard requires raising all round. The proposed re-organisation of European schools will do much to effect this. If an European or Eurasian boy is to make his way in India he ought to have an education at least commensurate with that which he might obtain in England.

The education of Muhammadans.

Muhammadans under instruction.

880. At the end of the quinquennium there were 1,84,355 Muhammadans in institutions for the instruction of Indians of all kinds. This represents an increase of 23·2 *per cent.* during the quinquennium. The number of Muhammadans under instruction in public institutions increased during 1906-07 by 9·3 *per cent.* This is due to the adoption by *maktabs* (Muhammadan primary schools) of Departmental standards. At the close of the quinquennium the percentage of Muhammadan pupils in public institutions for the education of Indians to the total Muhammadan population of school-going age was 12·34. This represents an increase of 2½ *per cent.* during the quinquennium. The deficiency of Muhammadans in all stages of instruction above the primary is still very marked.

The Calcutta *Madrasa.*

881. With regard to the general position of the *Madrasa* Mr. Chapman, the officiating Principal, is of opinion that it does not now stand so high in public estimation as it once did. This, he thinks, is partly due to the general lack of encouragement which Muhammadan classical learning has received.

Maktabs.

882. A scheme for the encouragement of *maktabs* (Muhammadan primary schools) was inaugurated during the quinquennium. The object of the scheme was to encourage by special grants the teaching of secular subjects at these schools. The scheme has met with considerable success.

Proposed Arabic title examination.

883. The establishment of an Arabic title examination is now under consideration.

The present position.

884. It has recently been suggested that the special encouragement and recognition which they deserve has not been given in the past to Muhammadan classical studies. The question has also been raised whether the proper way to raise Muhammadans to the position which they ought to occupy in the community generally would not be to seek to develop out of the traditional studies to which they cling so tenaciously a curriculum of an educational value at least approximate to that of the ordinary standards of English education in India. The whole question will shortly be considered by a conference.

The education of special classes.

885. No decision has yet been arrived at with reference to the proposed amalgamation of the Nawab's *Madrasa* at Murshidabad with the local Government high school. The nobles and *zamindars* of the Province generally are not in favour of a *zamindari* college. It is hoped that their sons will be provided for at the proposed Ranchi college. The education of chiefs and nobles.

886. A certain amount of progress seems to have been made in this respect, but the absence of any fixed principle of classification renders any accurate conclusions impossible. The Inspector of Schools, Chota Nagpur Division, has raised the question of the vernacular through which the children of the aborigines of that Division should be educated. The education of aboriginal and other backward races and tribes and of indigent classes.

887. This question was raised during the quinquennium. A system of special grants to induce the planters of the Darjeeling Hills and the Terai to start schools on their gardens has been inaugurated. The education of the children of tea plantation labourers.

888. Very little is done for the education of defectives. In the whole Province there are only two schools for the blind and one for deaf mutes. The education of defectives.

Private institutions.

889. There has been a marked tendency towards adaptation to Departmental standards both on the part of Muhammadan and other elementary indigenous schools. A considerable increase in the number of girls attending *Koran* and other miscellaneous schools is also a marked feature of the quinquennium. The statistics for private institutions must be regarded with suspicison. Tendency towards adaptation to Departmental standards.

Physical and moral training.

890. A scheme for controlling the residence of collegiate students in Calcutta was inaugurated in 1905. In 1906-07 it was extended to the *mufassal*. The Calcutta scheme has since been handed over to the University. The residence of school boys is a very pressing matter. No general scheme has yet been evolved, but schemes are in progress for providing hostel accommodation at any Government high school at which such accommodation is not already available. The residence of students.

891. Government has recently consented to assist the Young Mens' Christian Association to import from America a Physical Director. This officer will be available as an advisory officer to the Education Department. If he proves successful, the recruitment of further officers of this kind by Government will be considered. Drill and gymnastics.

892. The standard of discipline maintained during 1906-07 appears to have been about up to the level of the last few years, but the general condition of discipline in colleges and schools in Bengal leaves much to be desired. Discipline.

Educational conferences.

893. The most important conferences held during the quinquennium were those in connexion with the revision of the vernacular scheme of education. Other general conferences were held, the most important of which are recorded in Chapter XIV.

Text-books.

894. The predominating feature of the present position is that the text-books available for use in schools are generally very unsatisfactory. Books are under preparation under the direction of Government for the revised syllabus for the infant section and standards I and II.

W. W. HORNELL,

Assistant Director of Public Instruction, Bengal.

B. S. Tour Press—1740D—1,000—8-2-1908—W. H. S.

EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1906-07.

(For details see General Table III.)

Area and Population.			Institutions and scholars.		Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
					Collegiate education.		School Education, General.		School Education, special.							
Total area in square miles.	Number of towns and villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		Advanced.	Elementary.	Total.		
1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16
		Males 27,140,616	Institutions.	For males.	32	15	1,457	33,962	119	894	36,479	1,569	3,181	4,750	41,229	Institutions to number of towns and villages. 27·45
		Females 27,521,913														
	Towns, including Municipalities 146	Total 54,662,529		For females	2	...	68	3,235	19	12	3,336	...	36	36	3,372	2·24
	Villages 150,002			Total ...	34	15	1,525	37,197	133	906	39,815	1,569	3,217	4,786	44,601	29·70
1,48,592	Total 150,143															
		Number of population of school-going age :—														
		Males 4,071,092	Scholars.	Males	5,166*	2,044	1,50,773	9,10,081	1,714	20,350	10,90,128	16,125	34,985	51,110	11,41,238	Male scholars to male population of school-going age. 28·03
		Females 4,128,287														
		Total 8,199,379		Females	24	19	6,185	1,17,296	352	1,010	1,24,886	268	2,646	2,914	1,27,800	Female scholars to female population of school-going age. 3·09
				Total ...	5,190	2,063	1,56,953	10,27,377	2,066	21,360	12,15,014	16,393	37,631	54,024	12,69,038	15·48

* Excluding the D. U. Mission College, Hazaribagh, which furnished no returns.

GENERAL

Abstract Return of Expenditure on Public Instruction in.

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate Education.		School Education, General.		School Education Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools	All other special Schools.	
1	2	3	4	5	6	7	8
1.—Institutions { For Males ...	7,88,866	5,25,452	28,57,417	25,96,846	1,60,087	5,48,992	74,77,660
„ Females ...	19,144	...	5,17,042	3,35,146	36,227	...	9,07,559
Total ...	**8,08,010**	**5,25,452**	**33,74,459**	**29,31,992**	**1,96,314**	**5,48,992**	**83,85,219**
2.—(*a*) Percentage of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	8·95	11·16	18·03	7·44	4·55	7·83	57·96
(*b*) Percentage of District Fund expenditure included in columns 2—23 to total District Fund expenditure on Public Instruction.	·11	...	14·81	66·18	·13	1·13	82·36
(*c*) Percentage of Municipal expenditure included in columns 2—23, to total Municipal expenditure on Public Instruction.	·79	...	16·13	63·57	...	4·39	84·88
(*d*) Percentage of total expenditure included in columns 2—23 to total expenditure on Public Instruction.	6·92	4·53	28·93	25·13	1·68	4·78	71·97
3.—Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions. Cost to Provincial Revenues.	226 10 2	438 4 7	29 0 6	5 15 1	95 2 3	114 7 6	76 7 8
Cost to District and Municipal Funds.	...	...	0 0 10	0 1 2	0 14 1	...	0 1 6
Total cost ...	**330 11 5**	**519 7 6**	**50 15 0**	**6 7 9**	**99 0 0**	**131 2 1**	**91 10 10**
District Board institutions. Cost to Provincial Revenues.	...	...	0 0 1	...	...	2 5 10	0 0 4
Cost to District Funds.	80 0 0	...	5 15 0	3 6 3	...	47 5 7	5 8 7
Total cost ...	**418 3 2**	...	**10 11 8**	**3 11 0**	...	**66 7 0**	**8 0 11**
Municipal institutions. Cost to Provincial Institutions.	106 15 8	...	1 8 3	...	...	...	3 15 2
Cost to Municipal Funds.	...	...	1 15 4	4 11 4	...	...	1 9 2
Total cost ...	**211 5 5**	**57 1 8**	**18 3 7**	**5 8 0**	...	...	**21 2 0**
Institutions in Native States. Cost to Native State Revenues.	...	...	13 1 2	1 3 0	...	14 12 8	4 0 0
Cost to District and Municipal Funds.	...	...	...	...	...	...	...
Total cost ...	...	...	**4 0 9**	**3 10 9**	...	**14 12 8**	**6 11 0**
Aided institutions. Cost to Provincial Revenues.	26 11 6	...	4 2 6	0 4 8	47 7 1	3 3 2	0 12 0
Cost to District and Municipal Funds	...	...	1 7 11	0 15 0	0 2 0	0 7 1	0 15 9
Total cost ...	**150 4 2**	...	**21 15 8**	**3 2 9**	**91 0 11**	**12 15 5**	**5 4 1**
Unaided institutions— **Total cost ...**	**83 3 7**	**34 0 0**	**18 3 11**	**2 0 11**	**39 12 2**	**17 9 5**	**8 2 10**
All institutions. Cost to Provincial Revenues.	67 9 10	196 15 1	4 5 5	0 4 6	81 5 6	14 5 2	1 13 9
Cost to District and Municipal Funds.	0 7 0	...	1 2 11	0 13 2	0 10 10	0 9 11	0 14 0
Total cost ...	**166 4 1**	**252 4 1**	**22 1 11**	**3 0 11**	**95 9 11**	**27 5 2**	**7 5 5**

TABLE II.

Bengal for the official year 1906-07.

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
9	10	11	12	13	14	15	16	17	18
9,87,365	1,07,298	10,94,663	1,57,974	1,19,136	5,64,257	2,11,046	11,31,173	32,78,249	1,16,63,468
...	...	...	...	...	...	...	...	...	...
16·80	1·09	17·89	2·18	3·26	12·52	3·88	2·31	42·04	100
·99	·59	1·58	...	...	7·89	3·53	4·64	17·64	100
5·18	1·08	6·26	...	...	2·76	·65	5·45	15·12	100
8·54	·91	9·45	1·36	1·03	4·69	1·81	9·69	28·03	100

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	8	1,388	1,306	1,127	2	56
Colleges for Professional Training—						
Law	4	47	47	29	1	18
Medicine	1	425	537	531	...	...
Engineering	1	342	330	304	...	...
Agriculture	1	24	22	20	...	...
Total of Colleges ...	**15**	**2,226**	**2,242**	**2,011**	**3**	**74**
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys — High Schools ... English ...	38	9,346	8,837	7,066	3	1,156
For Boys — Middle Schools ... English ...	4	445	431	384	32	2,555
For Boys — Middle Schools ... Vernacular ...	18	1,258	1,184	848	105	6,681
Total for Boys' Schools ...	**60**	**11,049**	**10,452**	**8,298**	**140**	**10,392**
For Girls — High Schools ... English ...	1	182	162	115	...	...
For Girls — Middle Schools ... English ...	1	98	97	95	...	...
For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	**2**	**280**	**259**	**210**	...	...
Total of Secondary Schools for Boys and Girls	**62**	**11,329**	**10,711**	**8,508**	**140**	**10,392**
Primary Schools—						
For Boys — Upper Primary	99	4,216	3,919	2,765	97	8,576
For Boys — Lower Primary	2	29	26	22	5	429
Total Primary Schools for Boys ...	**101**	**4,245**	**3,945**	**2,787**	**102**	**9,005**
For Girls — Upper Primary	6	433	415	308	1	47
For Girls — Lower Primary	1	15	13	11	...	...
Total Primary Schools for Girls ...	**7**	**448**	**428**	**319**	**1**	**47**
Total of Primary Schools for Boys and Girls	**108**	**4,693**	**4,373**	**3,106**	**103**	**9,052**
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) For Masters	112	1,475	1,490	1,227	...	...
(*b*) For Mistresses...	1	20	20	20	...	...
Schools of Art	1	252	201	193	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	362	414	349	...	...
Engineering or Surveying Schools ...	2	250	241	221	...	...
Industrial Schools	1	77	76	63	7	170
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasas	3	605	604	410	...	...
Other Schools ... Reformatory Schools ...	2	391	375	367	...	...
Other Schools ... Miscellaneous Schools ...	6	309	255	202	...	...
Total ...	**131**	**3,741**	**3,676**	**3,052**	**7**	**170**
Total of Colleges and Schools of Public Instruction	**316**	**21,989**	**21,002**	**16,677**	**253**	**19,688**

TABLE III.

for the official year 1906-07.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
62	45	...	...	...	...	6	1,059	1,033	866
...	...	...	...	...	...	...	...	...	...
19	13	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
81	**58**	...	...	...	...	**6**	**1,059**	**1,033**	**866**
1,113	825	2	413	365	298	187	30,865	30,180	23,241
2,422	1,906	16	1,326	1,256	905	495	35,008	34,216	28,048
6,245	4,869	4	207	197	127	246	13,949	13,624	10,850
9,780	**7,600**	**22**	**1,946**	**1,818**	**1,330**	**928**	**79,822**	**78,020**	**62,139**
...	...	...	...	...	...	12	1,465	1,378	1,121
...	...	...	...	...	...	41	4,166	4,000	3,364
...	...	...	...	...	...	10	618	568	454
...	...	...	...	...	...	**63**	**6,249**	**5,946**	**4,939**
9,780	**7,600**	**22**	**1,946**	**1,818**	**1,330**	**991**	**86,071**	**83,966**	**67,078**
8,140	5,990	3	107	106	69	2,662	1,22,127	1,16,849	93,361
408	308	387	6,586	6,017	4,702	24,301	6,82,630	6,40,083	5,24,509
8,548	**6,298**	**390**	**6,693**	**6,123**	**4,771**	**26,963**	**8,04,757**	**7,56,932**	**6,17,870**
40	34	...	...	...	...	210	10,437	9,793	7,300
...	...	10	209	199	153	2,519	54,017	50,959	38,870
40	**34**	**10**	**209**	**199**	**153**	**2,729**	**64,454**	**60,752**	**46,170**
8,588	**6,332**	**400**	**6,902**	**6,322**	**4,924**	**29,692**	**8,69,211**	**8,17,684**	**6,64,040**
...	...	...	...	...	...	6	256	248	219
...	...	...	...	...	...	17	256	244	219
...	...	...	...	...	...	1	101	75	75
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	20	20	14
148	114	...	...	...	...	38	917	855	707
...	...	...	...	...	...	2	103	102	99
...	...	...	...	...	...	1	5	3	1
...	...	...	...	...	...	7	281	261	204
...	...	...	...	...	...	...	...	...	...
...	...	11	132	131	83	553	11,900	11,049	9,173
148	**114**	**11**	**132**	**131**	**83**	**626**	**13,839**	**12,857**	**1,0,711**
18,597	**14,104**	**433**	**8,980**	**8,271**	**6,337**	**31,315**	**9,70,180**	**9,15,540**	**7,42,695**

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.				Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	Under Private Management—concld.					
	Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
Engish	18	2,687	2,459	1,887	34	5,190
Colleges for Professional Training—						
Law	7	1,207	1,128	635	12	1,272
Medicine	...	...	...	...	1	425
Engineering	...	...	...	...	1	342
Agriculture	...	...	...	...	1	24
Total of Colleges ...	**25**	**3,894**	**3,587**	**2,522**	**49**	**7,253**
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys — High Schools ... English ...	167	38,312	37,480	28,526	397	80,092
For Boys — Middle Schools ... English ...	104	6,499	6,453	5,007	651	45,833
For Boys — Middle Schools ... Vernacular ...	36	2,255	2,183	1,768	409	24,350
Total for Boys' Schools ...	**307**	**47,066**	**46,116**	**35,301**	**1,457**	**1,50,275**
For Girls — High Schools ... English ...	1	55	55	50	14	1,702
For Girls — Middle Schools... English ...	...	...	...	...	42	4,264
For Girls — Middle Schools... Vernacular ...	2	99	108	88	12	717
Total for Girls' Schools ...	**3**	**154**	**163**	**138**	**68**	**6,683**
Total of Secondary Schools for Boys and Girls	**310**	**47,220**	**46,279**	**35.439**	**1,525**	**1,56,958**
Primary Schools—						
For Boys — Upper Primary	54	2,609	2,384	1,985	2,915	1,37,635
For Boys — Lower Primary	6,352	1,26,718	1,13,535	96,692	31,047	8,16,392
Total Primary Schools for Boys ...	**6,406**	**1,29,327**	**1,15,919**	**98,677**	**33,962**	**9,54,027**
For Girls — Upper Primary	6	452	441	355	223	11,369
For Girls — Lower Primary	482	7,740	7,043	5,801	3,012	61,981
Total Primary Schools for Girls ...	**488**	**8,192**	**7,484**	**6,156**	**3,235**	**73,350**
Total of Primary Schools for Boys and Girls	**6,894**	**1,37,519**	**1,23,403**	**1,04,833**	**37,197**	**10,27,377**
SCHOOL EDUCATION. (Special.)						
Training Schools—						
(*a*) For Masters	1	24	20	20	119	1,755
(*b*) For Mistresses	1	35	31	30	19	311
Schools of Art	2	134	150	120	4	487
Law Schools	...	...	...	...	...	...
Medical Schools	4	923	909	623	7	1,285
Engineering or Surveying Schools ...	...	...	...	...	3	270
Industrial Schools	6	111	102	79	52	1,275
Commercial Schools	2	54	47	43	4	157
Agricultural Schools	...	...	...	...	1	5
Other Schools ... Madrasas	9	626	573	455	19	1,512
Other Schools ... Reformatory Schools ...	...	...	...	...	2	391
Other Schools ... Miscellaneous Schools ...	244	3,637	3,499	2,957	814	15,978
Total ...	**269**	**5,544**	**5,331**	**4,327**	**1,044**	**23,426**
Total of Colleges and Schools of Public Instruction.	**7,498**	**1,94,177**	**1,78,600**	**1,47,121**	**39,815**	**12,15,014**

TABLE III.

for the official year 1906-07.

NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
English.			A classical language.			A vernacular language.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
5,155	24	5,179	3,504	7	3,511	...	8	8	...	...
1,272	...	1,272	...	...	...	...	...	...	...	...
406	19	425	...	...	...	...	...	...	...	...
342	...	342	...	...	...	...	...	...	...	...
24	...	24	...	...	...	...	...	...	...	...
7,199	**43**	**7,242**	**3,504**	**7**	**3,511**	...	**8**	**8**	...	...
73,980	...	73,980	37,095	...	37,095	54,226	4	54,230	4	...
22,909	86	22,995	567	58	625	44,248	197	44,445	281	...
3,777	1	3,778	5	...	5	24,184	163	24,347	163	...
1,00,666	**87**	**1,00,753**	**37,667**	**58**	**37,725**	**1,22,658**	**364**	**1,23,022**	**448**	...
234	1,287	1,521	24	541	565	42	779	821	...	239
485	2,409	2,894	48	537	585	206	1,717	1,923	...	643
17	16	33	...	...	...	64	653	717	...	64
736	**3,712**	**4,448**	**72**	**1,078**	**1,150**	**312**	**3,149**	**3,461**	...	**946**
1,01,402	**3,799**	**1,05,201**	**37,739**	**1,136**	**38,875**	**1,22,970**	**3,513**	**1,26,483**	**448**	**946**
350	199	549	286	34	320	1,32,675	4,497	1,37,172	4,679	...
62	...	62	3,350	147	3,497	7,74,577	41,753	8,16,330	41,753	...
412	**199**	**611**	**3,636**	**181**	**3,817**	**9,07,252**	**46,250**	**9,53,502**	**46,432**	...
314	694	1,008	...	23	23	325	10,115	10,440	...	629
9	35	44	...	51	51	1,848	60,100	61,948	...	1,857
323	**729**	**1,052**	...	**74**	**74**	**2,173**	**70,215**	**72,388**	...	**2,486**
735	**928**	**1,663**	**3 636**	**255**	**3,891**	**9,09,425**	**1,16,465**	**10,25,890**	**46,432**	**2,486**
2	...	2	290	...	290	1,703	52	1,755	52	...
11	88	99	...	20	20	11	276	287	...	11
250	2	252	...	...	...	235	...	235	2	...
...	...	...	...	...	...	...	...	...	...	...
208	...	208	...	...	...	1,138	15	1,153	15	...
224	...	224	...	...	...	56	...	56	...	...
225	..	225	85	...	85	961	118	1,079	75	4
85	72	157	12	...	12	...	...	...	...	...
...	...	...	...	...	...	5	...	5	...	...
324	...	324	1,453	23	1,476	87	2	89	23	...
15	...	15	...	...	...	376	...	376	...	...
333	32	365	11,077	406	11,483	7,554	609	8,163	644	29
1,677	**194**	**1,871**	**12,917**	**449**	**13,366**	**12,126**	**1,072**	**13,198**	**811**	**44**
1,11,013	**4,964**	**1,15,977**	**57,796**	**1,847**	**59,643**	**10,44,521**	**1,21,058**	**11,65,579**	**47,691**	**3,476**

PRIVATE INSTITUTION														
1. *Advanced, teaching*—														
(*a*) Arabic or Persian		844	10,104	20	...	20	9,680	268	9,948	357	...	357	268	...
(*b*) Sanskrit		725	6,289	...	...	...	6,279	...	6,279	10	...	10	...	...
(*c*) Any other Oriental		...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.*	For Boys	2,565	24,584	23	...	23	116	15	131	23,867	692	24,559	692	...
	„ Girls	5	55	...	6	6	...	...	...	...	55	55	...	...
3. *Elementary, teaching the Koran.*	For Boys	373	5,445	...	...	...	5,092	309	5401	305	35	340	321	...
	„ Girls	17	281	...	...	...	5	207	212	22	47	69	...	27
4. *Other Schools not conforming to Departmental Standards.*	For Boys	243	6,032	1,350	5	1,355	368	3	371	5,754	92	5,846	95	...
	„ Girls	14	1,234	5	...	5	...	9	9	5	1,229	1,234	...	5
Total ...		4,786	54,024	1,398	11	1,409	21,540	811	22,351	30,320	2,15 0	32,470	1,376	32
Grand Total for 1906-1907 ...		44,601	12,69,038	1,12,411	4,975	1,17,386	79,336	2,658	81,994	10,74,841	1,23,208	11,98,049	49,067	3,508

GENERAL TABLE III A.

Number of Scholars on the 31st March 1907 in Bengal, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahman.					
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ...	Male ...	26	49	1,619	3,121	341	8	1	1	5,166
	Female ...	...	7	...	15	...	...	...	2	24
Colleges for Professional Training—										
Law ...	Male ...	3	3	476	729	59	1	...	1	1,272
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	46	5	102	240	12	...	1	...	406
	Female ...	13	5	...	...	...	...	...	1	19
Engineering ...	Male ...	45	1	110	178	8	...	...	...	342
	Female ...	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	1	...	3	20	...	...	...	...	24
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	**134**	**70**	**2,310**	**4,303**	**420**	**9**	**2**	**5**	**7,253**
SCHOOL EDUCATION. (General.)										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,503	1,554	22,836	46,673	7,200	86	61	175	80,088
	Female ...	...	...	...	4	...	...	...	...	4
Middle Schools—										
English ...	Male ...	1,213	905	10,802	27,814	4,371	6	5	436	45,552
	Female ...	82	21	59	112	7	...	...	...	281
Vernacular ...	Male ...	...	324	5,357	15,564	2,525	1	...	416	24,187
	Female ...	...	...	53	109	1	...	...	...	163
For Girls—										
High Schools ...	Male ...	173	24	9	10	1	...	9	13	239
	Female ...	732	288	78	316	2	2	9	36	1,463
Middle Schools—										
English ...	Male ...	408	53	37	127	8	...	4	6	643
	Female ...	1,612	905	199	670	13	...	20	202	3,621
Vernacular ...	Male ...	...	22	1	41	...	...	...	...	64
	Female ...	...	292	61	298	1	...	...	1	653
	Total ...	**5,723**	**4,388**	**39,492**	**91,733**	**14,129**	**95**	**108**	**1,285**	**1,56,958**
Primary Schools—										
For Boys ...	Male ...	370	7,301	96,244	6,37,434	1,32,765	234	1	33,246	9,07,595
	Female ...	192	1,131	7,767	32,560	4,096	16	...	670	46,432
For Girls ...	Male ...	297	307	376	1,311	152	18	...	25	2,486
	Female ...	621	3,380	14,629	45,890	5,767	22	3	552	70,864
	Total ...	**1,480**	**12,119**	**1,19,016**	**7,17,195**	**1,42,780**	**290**	**4**	**34,493**	**10,27,377**
SCHOOL EDUCATION. (Special.)										
Training Schools	Male ...	3	191	426	864	137	...	...	93	1,714
	Female ...	26	287	5	31	...	...	...	3	352
Schools of Art ...	Male ...	1	2	182	287	10	2	1	...	485
	Female ...	2	...	...	...	...	...	...	...	2
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

GENERAL TABLE III A.

Number of Scholars on the 31st March 1907 in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION. (Special)—*concld.*										
Other Schools. Medical Schools	Male	5	28	393	663	174	6	1	...	1,270
	Female	...	12	1	2	...	...	...	...	15
Engineering or Surveying Schools.	Male	...	...	60	191	19	...	...	...	270
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male	...	245	69	628	189	...	...	26	1,157
	Female	...	68	...	34	15	...	...	1	118
Commercial Schools.	Male	25	...	37	23	...	...	...	...	85
	Female	72	...	...	...	...	...	...	...	72
Agricultural Schools.	Male	...	...	...	5	...	...	...	...	5
	Female	...	...	...	...	...	...	...	...	...
Madrasas	Male	...	...	...	3	1,486	...	...	...	1,489
	Female	...	...	...	...	23	...	...	...	23
Reformatory Schools.	Male	5	6	11	236	130	...	...	3	391
	Female	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male	6	72	6,313	1,703	7,093	...	...	11	15,198
	Female	5	30	7	50	688	...	...	...	780
Total		150	941	7,504	4,720	9,964	8	2	137	23,426
Total of Scholars in Public Institutions.		7,487	17,518	1,68,322	8,17,956	1,67,293	402	116	35,920	12,15,014
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching*—										
(*a*) Arabic or Persian.	Male	...	...	27	1,750	8,059	...	...	...	9,836
	Female	...	...	...	2	266	...	...	...	268
(*b*) Sanskrit	Male	...	...	6,167	122	...	...	...	...	6,289
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*—										
For Boys ...	Male	...	46	2,516	18,900	2,270	...	...	160	23,892
	Female	...	...	97	532	56	...	...	7	692
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	25	...	26	4	...	...	...	55
3. *Elementary, teaching the Koran only*—										
For Boys ...	Male	...	...	...	1	5,123	...	...	...	5,124
	Female	...	...	...	...	321	...	...	...	321
For Girls ...	Male	...	...	...	...	27	...	...	...	27
	Female	...	...	...	2	252	...	...	...	254
4. *Other Schools not conforming to Departmental Standards*—										
For Boys ...	Male	...	424	1,064	3,726	676	24	...	23	5,937
	Female	...	52	11	29	...	3	...	...	95
For Girls ...	Male	...	...	...	5	...	...	...	...	5
	Female	...	201	335	685	8	...	...	...	1,229
Total Scholars in Private Institutions.		...	748	10,217	25,780	17,062	27	...	190	54,024
Grand Total for 1906-07.		7,487	18,266	1,78,539	8,43,736	1,84,355	429	116	36,110	12,69,038

EDUCATION—GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges	2,95,991	...	...	1,32,888	...	3,038	4,31,917	5,028	1,200
Colleges for Professional Training.									
Law	...	...	...	3,716	...	...	3,716	...	...
Medicine	2,17,620	...	...	41,710	...	...	2,59,330	...	...
Engineering	1,82,521	...	...	16,459	...	12,749	2,11,729	...	...
Agriculture	10,097	...	...	1,155	...	...	11,252	...	...
Total for Professional Colleges ...	4,10,238	...	...	63,040	...	12,749	4,86,027	...	...
Total for Colleges ...	7,06,229	...	...	1,95,928	...	15,787	9,17,944	5,028	1,200
SCHOOL EDUCATION. (GENERAL.)									
Secondary Schools—									
For Boys { High Schools ... English ...	2,25,581	...	...	2,05,618	3,286	4,690	4,39,175	1,800	400
Middle ditto { English ...	38,941	...	...	9,108	...	...	48,049	10	12,219
{ Vernacular ...	7,895	...	400	2,053	378	40	10,766	...	38,898
Total for Secondary Schools for Boys ...	2,72,417	...	400	2,16,779	3,664	4,730	4,97,990	1,810	51,517
For Girls { High Schools ... English ...	17,684	...	...	3,986	...	...	21,670	...	...
Middle ditto { English ...	20,879	...	...	5,052	...	...	25,931	...	...
{ Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	38,563	...	...	9,038	...	...	47,601	...	...
Total Secondary Schools both for Boys and Girls.	3,10,980	...	400	2,25,817	3,664	4,730	5,45,591	1,810	51,517
Primary Schools—									
For Boys { Upper Primary	23,360	236	59	2,056	6	9	25,726	...	27,044
{ Lower Primary	179	18	...	...	...	...	197	...	538
Total for Primary Schools for Boys ...	23,539	254	59	2,056	6	9	25,923	...	27,582
For Girls { Upper Primary	2,430	...	...	...	...	...	2,430	...	...
{ Lower Primary	12	6	...	...	...	...	18	...	...
Total for Primary Schools for Girls ...	2,442	6	...	...	...	...	2,448	...	...
Total Primary Schools for Boys and Girls	25,981	260	59	2,056	6	9	28,371	...	27,582
SCHOOL EDUCATION. (SPECIAL.)									
Training Schools for—									
(*a*) Masters	1,39,908	1,331	...	4,353	9	128	1,45,729	...	...
(*b*) Mistresses	3,755	...	...	...	...	...	3,755	...	...
Schools of Art	17,222	...	...	5,969	...	...	23,191	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	82,791	...	...	10,886	...	418	94,095	...	...
Engineering and Surveying Schools	35,917	...	...	6,071	...	2,499	44,487	...	...
Technical and Industrial Schools ...	7,278	...	...	515	...	308	8,101	350	7,007
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	67,807	...	...	...	...	2,755	70,562	...	...
Madrasas	36,345	...	...	3,004	...	3,151	42,500	...	...
{ Miscellaneous Schools ...	580	...	...	58	...	460	1,098	...	...
Total ...	3,91,603	1,331	...	30,856	9	9,719	4,33,518	350	7,007
Total of Direct Expenditure ...	14,34,793	1,591	459	4,54,657	3,679	30,245	19,25,424	7,188	87,306

TABLE IV.

in Bengal for the official year 1906-07.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and others sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	3,759	75	5,194	16,206	...	...	...	...	...	...	...	27,600	...	...
...	1,085	...	...	1,085	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,085	...	...	1,085	...	...	...	...	...	...	...	...	...	...
950	4,844	75	5,194	17,291	...	...	...	...	...	...	...	27,600	...	...
1,100	23,956	...	...	27,256	7,634	...	...	786	...	...	8,420	1,37,505	2,567	5,319
992	11,358	3,968	...	28,547	14,442	...	...	292	...	...	14,734	52,453	83,505	6,358
1,338	15,324	2,383	92	58,035	1,581	...	...	46	...	5	1,632	14,881	23,757	1,863
3,430	50,638	6,351	92	1,13,838	23,657	...	...	1,124	...	5	24,786	2,04,839	1,09,829	13,540
...	...	...	...	...	...	...	...	...	...	...	...	65,193	...	404
...	...	...	...	...	...	...	...	...	...	...	...	77,105	30	1,193
...	...	...	...	...	...	...	...	...	...	...	...	2,219	180	390
...	...	...	...	...	...	...	...	...	...	...	...	1,44,517	210	1,987
3,430	50,638	6,351	92	1,13,838	23,657	...	...	1,124	...	5	24,786	3,49,356	1,10,039	15,527
734	1,985	487	...	30,250	634	...	...	83	...	10	727	55,931	1,42,059	16,938
1,267	123	11	...	1,939	5,670	...	...	14,529	61	920	21,180	97,345	4,82,057	44,425
2,001	2,108	498	...	32,189	6,304	...	...	14,612	61	930	21,907	1,53,276	6,24,116	61,363
153	47	201	...	401	...	...	...	...	...	...	...	42,903	4,712	4,551
...	...	...	...	...	1,206	...	...	30	62	7	1,305	51,252	65,401	8,162
153	47	201	...	401	1,206	...	...	30	62	7	1,305	94,155	70,113	12,713
2,154	2,155	699	...	32,590	7,510	...	...	14,642	123	937	23,212	2,47,431	6,94,229	74,076
...	...	...	...	...	...	...	...	...	...	...	...	4,788	...	...
...	...	...	...	...	...	...	...	...	...	...	...	18,554	64	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	410	...	...
240	1,851	...	385	9,833	...	...	...	...	...	...	...	4,603	2,648	124
...	...	...	...	...	...	...	...	...	...	...	...	1,150	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	436	12	87
...	...	...	...	...	1,938	...	...	...	...	...	1,938	32,960	2,495	4,718
240	1,851	...	385	9,833	1,938	...	...	...	...	...	1,938	62,901	5,579	5,029
6,774	59,488	7,125	5,671	1,73,552	33,105	...	...	15,766	123	942	49,936	6,87,288	8,09,847	94,632

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges	45,721	31,762	50,139	1,55,222	81,435	6,521
Colleges for Professional Training—						
Law	...	...	...	...	37,740	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total for Professional Colleges ...	...	...	...	...	37,740	...
Total for Colleges ...	45,721	31,762	50,139	1,55,222	1,19,175	6,521
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	4,39,780	1,08,885	68,569	7,62,625	5,87,734	70,673
For Boys { Middle ditto { English ...	2,00,030	1,14,854	34,410	4,91,610	26,602	24,079
For Boys { Middle ditto { Vernacular ...	51,568	31,581	2,645	1,26,295	5,359	7,154
Total for Secondary Schools for Boys ...	6,91,378	2,55,320	1,05,624	13,80,530	6,19,695	1,01,906
For Girls { High Schools ... English ...	78,450	25,092	24,646	1,93 785	1,200	...
For Girls { Middle ditto { English ...	92,652	57,774	36,334	2,65,088	...	...
For Girls { Middle ditto { Vernacular ...	344	2,993	192	6,318	...	3,050
Total for Secondary Schools for Girls ...	1,71,446	85,859	61,172	4,65,191	1,200	3,050
Total Secondary Schools both for Boys and Girls.	8,62,824	3,41,179	1,66,796	18,45,721	6,20,895	1,04,956
Primary Schools—						
For Boys { Upper Primary	1,93,751	54,403	31,502	4,94.584	3,364	4,568
For Boys { Lower Primary	9,43,606	85,214	1,34,300	17,86.947	1,88,617	13,024
Total for Primary Schools for Boys ...	11,37,357	1,39,617	1,65,80 2	22,81,531	1,91,981	17 532
For Girls { Upper Primary	11,278	38,533	22,874	1,24,851	240	4,500
For Girls { Lower Primary	9,774	43,622	14,548	1.92,759	596	5,604
Total for Primary Schools for Girls ...	21,052	82,155	37,422	3,17,610	836	10,104
Total Primary Schools for Boys and Girls	11,58,409	2,21,772	2,03,224	25,99,141	1,92,817	27,696
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools for—						
(*a*) Masters	...	7,866	156	12,810	...	1,548
(*b*) Mistresses	3,189	6,105	4,080	31,992	...	480
Schools of Art	900	...	2,690	3,690	3,000	360
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	30,524	600
Engineering and Surveying Schools ...	10	...	...	420	...	...
Technical and Industrial Schools ...	433	15,189	13,269	36,266	235	1,587
Commercial Schools	708	...	...	1,858	3,428	50
Agricultural Schools	...	...	107	467	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasas	198	328	363	1,424	590	9,915
Other Schools { Miscellaneous Schools ...	15,815	23,571	36,623	1,16,182	2,184	10,921
Total ...	21,253	53,059	57,288	2,05,109	39,961	25,461
Total of Direct Expenditure ...	20,88,207	6,47,772	4,77,447	48,05,193	9,72,848	1,64,634

TABLE IV.

in Bengal for the official year 1906-07.

INSTITUTIONS. / MANAGEMENT. / Unaided. — TOTAL EXPENDITURE FROM—									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			Grand Total.
						Private.	Public.		
							Native States Revenues.	Imperial contribution.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,16,709	2,04,665	3,28,619	1,200	950	2,63,803	2,13,438	...	...	8,08,010
600	38,340	...	...	...	42,541	600	...	...	43,141
...	...	2,17,620	...	...	41,710	...	...	...	2,59,330
...	...	1,82,521	...	...	16,459	12,749	...	...	2,11,729
...	...	10,097	...	...	1,155	...	...	...	11,252
600	38,340	4,10,238	...	...	1,01,865	13,349	...	...	5,25,452
1,17,309	2,43,005	7,38,857	1,200	950	3,65,668	2,26,787	...	...	13,33,462
1,04,458	7,62,865	3,64,886	2,967	6,419	12,57,874	3,60,561	7,634	...	20,00,341
11,113	61,794	91,404	95,724	7,350	2,47,390	1,88,424	14,442	...	6,44,734
3,101	15,614	22,776	62,655	3,601	74,350	47,379	1,581	...	2,12,342
1,18,672	8,40,273	4,79,066	1,61,346	17,370	15,79,614	5,96,364	23,657	...	28,57,417
...	1,200	82,877	...	404	83,636	49,738	...	...	2,16,655
...	...	97,984	30	1,193	97,704	94,108	...	...	2,91,019
...	3,050	2,219	180	390	344	6,235	...	...	9,368
...	4,250	1,83,080	210	1,987	1,81,684	1,50,081	...	...	5,17,042
1,18,672	8,44,523	6,62,146	1,61,556	19,357	17,61,298	7,46,445	23,657	...	33,74,459
1,012	8,944	79,291	1,69,339	17,731	2,01,239	84,271	8,360	...	5,60,231
24,711	2,26,352	97,524	4,82,613	45,692	11,46,875	2,51,369	12,542	...	20,36,615
25,723	2,35,296	1,76,815	6,51,952	63,423	13,48,114	3,35,640	20,902	...	25,96,846
80	4,820	45,333	4,712	4,704	11,565	65,262	926	...	1,32,502
2,362	8,562	51,264	65,407	8,162	10,400	64,353	3,058	...	2,02,644
2,442	13,382	96,597	70,119	12,866	21,965	1,29,615	3,984	...	3,35,146
28,165	2,48,678	2,73,412	7,22,071	76,289	13,70,079	4,65,255	24,886	...	29,31,992
...	1,548	1,44,696	1,331	...	4,353	9,603	104	...	1,60,087
...	480	22,309	64	...	3,189	10,665	...	...	36,227
6,288	9,648	17,222	...	100	9,869	9,338	...	...	36,529
...	...	...	...	...	...	...	...	...	...
...	31,124	82,791	...	...	41,410	1,018	...	...	1,25,219
...	...	36,327	...	...	6,081	2,499	...	...	44,907
175	1,997	12,231	9,655	364	3,034	30,913	...	...	56,197
...	3,478	1,150	...	...	4,136	50	...	...	5,336
...	...	...	360	...	...	107	...	...	467
...	...	67,807	...	...	...	2,755	...	...	70,562
6,906	17,411	36,781	12	87	3,792	20,663	...	...	61,335
16,117	29,222	33,540	2,495	4,718	18,057	85,279	4,351	...	1,48,440
29,486	94,908	4,54,854	13,917	5,269	93,921	1,72,890	4,455	...	7,45,306
2,93,632	14,31,114	21,29,269	8,98,744	1,01,865	35,90,966	16,11,377	52,998	...	83,35,219

GENERAL

Return of expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Fund.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	4,59,037	200	...	...	18,253	...	4,77,490	...	5,704
Furniture and Apparatus (Special Grants only.)	17,104	...	...	...	...	...	17,104	1,224	2,930
Total ...	4,76,141	200	...	...	18,253	...	4,94,594	1,224	8,634
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous.									
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs ...	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	4,76,141	200	...	...	18,253	...	4,94,594	1,224	8,634
Total Expenditure on Public Instruction in 1906-1907.	19,10,934	1,791	459	4,54,657	21,932	30,245	24,20,018	8,412	95,940

TABLE IV.

in Bengal for the official year 1906-1907.

INSTRUCTIONS.

MANAGEMENT.												UNDER PUBLIC MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,692	...	475	824	8,695	22,918	...	...	...	266	...	23,184	1,47,251	5,867	4,521
520	...	16	...	4,690	988	...	...	...	...	...	988	21,325	4,588	783
2,212	...	491	824	13,385	23,906	...	...	...	266	...	24,172	1,68,576	10,455	5,304
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2,212	...	491	824	13,385	23,906	...	...	...	266	...	24,172	1,68,576	10,455	5,304
8,986	59,488	7,616	6,495	1,86,937	57,011	...	...	15,766	389	942	74,108	8,55,864	8,20,302	99,936

GENERAL

Return of expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	24,100	10,771	2,40,439	4,32,949	...	567
Furniture and Apparatus (Special Grants only).	9,330	12,955	24,489	73,470	28	792
Total ...	**33,430**	**23,726**	**2,64,928**	**5,06,419**	**28**	**1,359**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges	...	...	...	...	...	...
Charges for abolished schools. ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**33,430**	**23,726**	**2,64,928**	**5,06,419**	**28**	**1,359**
Total Expenditure on Public Instruction in 1906-1907.	**21,21,637**	**6,71,498**	**7,42,375**	**53,11,612**	**9,72,876**	**1,65,993**

TABLE IV.

in Bengal for the official year 1906-1907.

INSTITUTIONS.									
MANAGEMENT.		TOTAL EXPENDITURE FROM							
Unaided.									
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenue.	Imperial contribution.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
44,480	45,047	6,06,288	11,771	6,213	24,100	3,14,555	24,438	...	9,87,365
10,226	11,046	39,653	7,518	1,303	9,358	48,330	1,136	...	1,07,298
54,706	**56,093**	**6,45,941**	**19,289**	**7,516**	**33,458**	**3,62,885**	**25,574**	...	**10,94,663**
...	...	80,000	...	...	77,974	...	...	...	1,57,974
...	...	1,19,136	...	...	...	...	...	...	1,19,136
...	...	4,66,283	86,184	3,305	...	671	7,814	...	5,64,257
...	...	54,947	...	...	...	15,130	...	...	70,077*
...	...	378	...	...	...	4,945	...	...	5,323†
...	...	21,084	1,109	395	...	...	...	...	22,588‡
...	...	48,219	15,870	197	...	2,870	2,756	...	69,912
...	...	3,369	15,750	10	...	86	517	...	19,732
...	...	6,710	555	...	...	585	...	...	7,850
...	...	4,914	4,794	177	...	321	111	...	10,317
...	...	2,621	326	...	...	2,045	255	...	5,247
...	...	**8,07,661**	**1,24,588**	**4,084**	**77,974**	**26,653**	**11,453**	...	**10,52,413**
...	...	52,282	103	1,200	6,10,179	2,70,279	154	...	9,34,197
...	...	3,298	18,916	1,116	407	1,673	108	...	25,518
...	...	6,944	504	...	4,052	1,514	71	...	13,085
...	...	...	68	120	...	...	...	...	1,988
...	...	642	110	338	58	777	...	...	1,025
...	...	7,271	...	1,654	...	1,093	...	...	10,218
...	...	14,089	30,888	2,114	26,000	69,910	3,241	...	14,642
...	...	**84,526**	**50,589**	**6,542**	**6,40,696**	**3,45,246**	**3,574**	...	**11,31,173**
54,706	**56,093**	**15,38,128**	**1,94,466**	**18,142**	**7,52,128**	**7,34,784**	**40,601**	...	**32,78,249**
3,48,338	**14,87,207**	**36,67,397**	**10,93,210**	**1,20,007**	**43,43,094**	**23,46,161**	**93,599**	...	**1,16,63,468**

* Excluding Rs. 10,406, Eastern Bengal and Assam Government Scholarship.
† Excluding Rs. 3,123 Burma Government, Rs. 420 Central Provinces Government, and Rs. 639 Eastern Bengal and Assam Government Scholarships.
‡ Excluding Rs. 2,440, Eastern Bengal and Assam Government Scholarship.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For Boys.								
Government — English	42	9,791	5,367	...	5,367	1,958	...	1,958
Government — Vernacular	18	1,258	...	...	...	218	...	218
District Fund — English	30	2,667	301	...	301	543	...	543
District Fund — Vernacular	103	6,516	...	...	...	1,124	1	1,125
Municipal — English	5	1,044	394	...	394	215	...	215
Municipal — Vernacular	2	165	...	...	...	33	...	33
Native States — English	18	1,739	156	...	156	305	...	305
Native States — Vernacular	4	207	...	...	...	29	...	29
Aided — English	682	65,873	12,352	...	12,352	14,694	11	14,705
Aided — Vernacular	246	13,949	...	...	...	2,003	...	2,003
Unaided — English	271	44,811	14,594	...	14,594	10,947	...	10,947
Unaided — Vernacular	36	2,255	...	...	...	369	...	369
Total	1,457	1,50,275	33,164	...	33,164	32,438	12	32,450
For Girls.								
Government — English	2	280	...	50	50	...	65	65
Government — Vernacular	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...
Municipal — English	...	...	...	...	...	...	...	...
Municipal — Vernacular	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...
Aided — English	53	5,631	4	143	147	41	887	928
Aided — Vernacular	10	618	...	...	...	13	28	41
Unaided — English	1	55	...	7	7	...	18	18
Unaided — Vernacular	2	99	...	...	...	...	32	32
Total	68	6,683	4	200	204	54	1,030	1,084
Total, Secondary Schools	1,525	1,56,958	33,168	200	33,368	32,492	1,042	33,534
PRIMARY SCHOOLS.								
For Boys.								
Government	101	4,245	...	...	...	...	...	...
District Fund	95	8,550	...	...	...	...	...	...
Municipal	7	455	...	...	...	...	...	...
Native States	390	6,693	...	...	...	...	...	...
Aided	26,963	8,04,757	...	...	...	6	...	6
Unaided	6,406	1,29,327	...	...	...	...	...	...
Total	33,962	9,54,027	...	...	...	6	...	6
For Girls.								
Government	7	448	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	1	47	...	...	...	...	...	...
Native States	10	209	...	...	...	...	...	...
Aided	2,729	64,454	...	...	...	...	41	41
Unaided	488	8,192	...	...	...	...	...	...
Total	3,235	73,350	...	...	...	...	41	41
Total Primary Schools	37,197	10,27,377	...	...	...	6	41	47
Grand Total	38,722	11,84,335	33,168	200	33,368	32,498	1,083	33,581

TABLE V.

in Bengal at the end of the official year 1906-07.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,780	...	1,780	671	...	671	15	...	15	9,791	...	9,791
290	...	290	517	1	518	232	...	232	1,257	1	1,258
725	1	726	947	18	965	126	6	132	2,642	25	2,667
1,391	1	1,392	3,062	13	3,075	912	12	924	6,489	27	6,516
222	...	222	185	...	185	28	...	28	1,044	...	1,044
27	...	27	91	...	91	14	...	14	165	...	165
526	1	527	566	2	568	176	7	183	1,729	10	1,739
41	...	41	114	...	114	23	...	23	207	...	207
17,544	30	17,574	18,028	113	18,141	3,037	64	3,101	65,655	218	65,873
3,183	5	3,188	6,693	80	6,773	1,949	36	1,985	13,828	121	13,949
9,899	...	9,899	8,447	17	8,464	892	15	907	44,779	32	44,811
475	1	476	1,084	4	1,088	313	9	322	2,241	14	2,255
36,103	**39**	**36,142**	**40,405**	**248**	**40,653**	**7,717**	**149**	**7,866**	**1,49,827**	**448**	**1,50,275**
...	79	79	...	86	86	...	...	...	...	280	280
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
78	1,022	1,100	688	2,353	3,041	71	344	415	882	4,749	5,631
20	100	120	31	313	344	...	113	113	64	554	618
...	9	9	...	21	21	...	...	...	...	55	55
...	9	9	...	40	40	...	18	18	...	99	99
98	**1,219**	**1,317**	**719**	**2 813**	**3,532**	**71**	**475**	**546**	**946**	**5,737**	**6,683**
36,201	**1,258**	**37,459**	**41,124**	**3,061**	**44,185**	**7,788**	**624**	**8,412**	**1,50,773**	**6,185**	**1,56,958**
793	...	793	2,529	3	2,532	913	7	920	4,235	10	4,245
1,924	30	1,954	4,391	541	4,932	1,388	276	1,664	7,703	847	8,550
18	...	18	327	9	336	96	5	101	441	14	455
21	...	21	3,424	73	3,497	3,016	159	3,175	6,461	232	6,693
20,126	118	20,244	4,71,113	15,484	4,86,597	2,74,079	23,831	2,97,910	7,65,324	39,433	8,04,757
801	7	808	65,618	1,923	67,541	57,012	3,966	60,978	1,23,431	5,896	1,29,327
23,683	**155**	**23,838**	**5,47,402**	**18,033**	**5,65,435**	**3,36,504**	**28,244**	**3,64,748**	**9,07,595**	**46,432**	**9,54,027**
...	73	73	...	264	264	...	111	111	...	448	448
...	...	...	...	...	...	...	...	...	...	...	...
...	2	2	...	45	45	...	...	...	...	47	47
...	...	...	2	71	73	10	126	136	12	197	209
56	963	1,019	1,472	33,257	34,729	775	27,890	28,665	2,303	62,151	64,454
...	74	74	85	3,075	3,160	86	4,872	4,958	171	8,021	8,192
56	**1,112**	**1,168**	**1,559**	**36,712**	**38,271**	**871**	**32,999**	**33,870**	**2,486**	**70,864**	**73,350**
23,739	**1,267**	**25,006**	**5,48,961**	**54,745**	**6,03,706**	**3,37,375**	**61,243**	**3,98,618**	**9,10,081**	**1,17,296**	**10,27,377**
59,940	**2,525**	**62,465**	**5,90,085**	**57,806**	**6,47,891**	**3,45,163**	**61,867**	**4,07,030**	**10,60,854**	**1,23,481**	**11,84,335**

EDUCATION GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	5	3	6	14	127	46	7	48	228
2. Bachelor of Arts	6	4	10	20	353	319	803	93	1,568
3. Bachelor of Science	1	...	...	1	17	...	...	...	17
4. First Examination in Arts ...	10	6	17	33	407	357	1,074	46	1,884
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(*a*) Law—									
1. Honours in Law	...	...	...	...	...	...	...	3	3
2. Bachelor of Law	5	...	7	12	34	...	435	...	469
(*b*) Medicine—									
1. Preliminary Scientific L.M.S. Boys ...	...	...	...	...	21	...	...	...	21
1. Preliminary Scientific L.M.S. Girls ...	...	...	...	...	2	...	...	...	2
2. First L.M.S. Boys ...	...	...	...	...	58	...	...	...	58
2. First L.M.S. Girls ...	...	...	...	...	2	...	...	...	2
3. Combined Preliminary Scientific and first L.M.S. Boys ...	...	...	...	...	6	...	...	...	6
3. Combined Preliminary Scientific and first L.M.S. Girls ...	...	...	...	...	...	...	...	...	...
4. Second L.M.S. and re-examinations Boys ...	...	...	...	...	130	...	...	...	130
4. Second L.M.S. and re-examinations Girls ...	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M.B. Boys ...	...	...	...	...	64	...	...	...	64
5. Preliminary Scientific M.B. Girls ...	1	...	...	1	4	...	...	...	4
6. First M.B. Boys ...	...	...	...	...	10	...	...	...	10
6. First M.B. Girls ...	...	...	...	...	1	...	...	...	1
7. Combined Preliminary Scientific and first M.B. Boys ...	...	...	...	...	29	...	...	...	29
7. Combined Preliminary Scientific and first M.B. Girls ...	...	...	...	...	1	...	...	...	1
8. Second M.B. Boys ...	...	...	...	...	7	...	...	...	7
8. Second M.B. Girls ...	...	...	...	...	...	...	...	...	...
9. Honours in medicine Boys ...	...	...	...	...	...	...	...	...	...
9. Honours in medicine Girls ...	...	...	...	...	...	...	...	...	...
10. Doctor in medicine Boys ...	...	...	...	...	...	...	...	...	...
10. Doctor in medicine Girls ...	...	...	...	...	...	...	...	...	...
(*c*) Engineering—									
1. B. E.	1	...	...	1	23	...	...	...	23
2. First examinations in Engineering	1	...	...	1	19	...	...	...	19
(*d*) Agriculture—									
1. Higher class examination ...	1	...	...	1	11	...	...	...	11
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation Boys ...	41	172	148	361	761	1,162	1,618	53	3,594
1. Matriculation Girls ...	1	5	...	6	11	20	...	...	31
2. B class examination	2	...	...	2	6	...	...	...	6
3. C Ditto	5	...	1	6	10	...	1	...	11
4. High School Honours Examination. Boys ...	...	...	...	...	...	...	...	...	...
4. High School Honours Examination. Girls ...	...	...	...	...	...	...	...	...	...
5. High Schools Examination for European. Boys ...	...	4	1	5	...	41	16	5	62
5. High Schools Examination for European. Girls ...	1	8	...	9	4	26	...	...	30
6. Middle School Examination. Boys ...	174	863	243	1,280	1,689	6,398	2,618	...	10,705
6. Middle School Examination. Girls ...	3	51	1	55	16	138	7	...	161
7. Upper Primary Examination. Boys ...	285	3,010	289	3,584	2,059	14,039	3,032	...	19,130
7. Upper Primary Examination. Girls ...	2	124	1	127	11	326	15	...	352
8. Lower Primary Examination. Boys ...	364	15,173	698	16,235	2,890	49,520	3,849	...	56,259
8. Lower Primary Examination. Girls ...	6	614	15	635	46	1,355	47	...	1,448
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for masters. English ...	...	...	...	...	...	...	...	...	...
1. Training Schools for masters. Vernacular	5	1	...	6	413	13	...	...	426
2. Schools of Arts Examination ...	1	...	...	1	51	...	...	...	51
3. Vernacular Medical Examination...	3	...	...	3	95	...	...	...	95
4. Overseer Examination ...	2	...	...	2	58	...	...	...	58
5. Sub-overseer Examination ...	3	3	...	6	86	23	...	...	109
6. Amin class final Examination ...	2	...	...	2	70	...	...	...	70
7. Survey final examination ...	1	...	...	1	63	...	...	...	63
8. Accounts examination ...	...	...	...	...	...	...	...	146	146
9. Sanskrit title examination ...	1	65		66	9	292		...	301
10. „ second examination ...	1	245		246	16	1,375		...	1,391
11. „ first examination ...	1	414		415	2	2,571		...	2,573
12. Madrasah central examination ...	2	1		3	137	6		...	143

TABLE VI.

Bengal for the official year 1906-07.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
59	13	2	14	88	...	2	24	57	5	...	...	...	
107	101	134	12	354	1	8	132	202	11	...	...	...	
9	...	...	...	9	...	...	3	6	...	...	...	...	
206	138	412	13	769	11	15	243	445	54	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
15	...	214	...	229	1	1	73	148	5	...	1	...	
59 (a)	...	...	...	59	1	...	21	37	...	...	...	...	(a) 48 candidates appearings at Higher Examination, passed the P. Sc. L.M.S. Examination.
2 (a)	...	...	...	2	1	...	...	...	...	...	...	1	
35 (b)	...	...	...	35	...	1	12	21	1	...	...	...	(b) 6 ditto 1st L.M.S. Examination.
2 (b)	...	...	...	2	1	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
74	...	...	...	74	...	1	18	49	5	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
10	...	...	...	10	...	...	5	5	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12 (c)	...	...	...	12	...	1	3	8	...	...	...	...	
1 (c)	...	...	...	1	1	...	...	...	...	...	...	...	(c) 6 candidates appearing at Comb. Pr. Sc. and 1st M.B., Examination passed the 1st M.B. Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
4	...	...	...	4	...	...	1	3	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
14	...	...	...	14	1	...	5	8	...	...	...	...	
11	...	...	...	11	...	...	7	4	...	...	...	...	
10	...	...	...	10	...	...	1	9	...	...	...	...	
506	639	810	25	1,980	13	14	672	1,155	124	...	...	2	
9	11	...	...	20	3	7	3	7	...	...	...	...	
4	...	...	...	4	...	...	1	3	...	...	...	...	
7	...	1	...	8	...	4	...	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	21	7	2	30	30	...	...	...	...	...	...	...	
2	3	...	...	5	5	...	...	...	...	...	...	...	
1,324	4,745	1,997	...	8,066	22	177	2,431	4,617	770	4	...	45	
12	89	7	...	108	18	54	7	28	1	...	...	...	
1,634	9,986	2,368	...	13,988	9	331	3,774	8,344	1,379	3	...	148	
8	257	15	...	280	11	113	37	107	2	...	...	...	
2,352	34,256	2,765	...	39,373	...	679	7,336	25,929	5,059	7	1	362	
43	1,081	39	...	1,163	...	299	214	621	20	...	...	9	
...	...	...	...	...	...	...	...	...	...	...	...	...	
178	13	...	...	191	...	...	84	97	10	...	...	...	
27	...	...	...	27	...	1	14	11	1	...	...	...	
64	...	...	...	64	...	3	17	31	13	...	...	...	
44	...	...	...	44	7	...	9	27	1	...	...	...	
67	12	...	...	79	13	...	27	35	4	...	...	...	
61	...	...	...	61	...	...	12	43	6	...	...	...	
37	...	...	...	37	...	...	17	18	2	...	...	...	
...	...	...	26	26	4	...	5	17	...	...	...	...	
6	108		...	114	...	...	104	10	...	...	...	...	
13	407		...	420	...	...	380	40	...	...	...	...	
1	812		...	813	...	...	728	85	...	...	...	...	
75	5		...	80	...	...	...	...	80	...	...	...	

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS					
	IN INSTITUTIONS MANAGED BY					
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District Funds.
1	2	3	4	5	6	7
DIRECT EXPENDITURE.					Rs.	Rs.
UNIVERSITY EDN. — Arts Colleges ...	1	16	15	9	...	1,200
UNIVERSITY EDN. — Professional Colleges ...	...	...	...	...	...	...
Total for Collegiate Education ...	1	16	15	9	...	1,200
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. — For Boys. — High Schools English ...	1	480	436	336	...	150
SCHOOL EDUCATION, GENERAL. — For Boys. — Middle Schools English ...	29	2,187	2,064	1,622	10	11,979
SCHOOL EDUCATION, GENERAL. — For Boys. — Middle Schools Vernacular ...	103	6,516	6,091	4,727	...	38,898
Total of Secondary Schools for boys	133	9,183	8,591	6,685	10	51,027
SCHOOL EDUCATION, GENERAL. — For Girls. — High Schools English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls. — Middle Schools English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls. — Middle Schools Vernacular ...	...	...	...	...	...	...
Total of Secondary Schools for girls	...	...	...	...	...	...
Total of Secondary Schools for boys and girls.	133	9,183	8,591	6,685	10	51,027
Primary Schools.						
SCHOOL EDUCATION, GENERAL. — For Boys ... Upper Primary ...	93	8,431	8,004	5,888	...	27,044
SCHOOL EDUCATION, GENERAL. — For Boys ... Lower Primary ...	2	119	127	83	...	538
Total Primary Schools for boys ...	95	8,550	8,131	5,971	...	27,582
SCHOOL EDUCATION, GENERAL. — For Girls ... Upper Primary ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls ... Lower Primary ...	...	...	...	...	...	...
Total Primary Schools for girls ...	...	...	...	...	...	...
Total Primary Schools for boys and girls ...	95	8,550	8,131	5,971	...	27,582
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Schools of Arts	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Law Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Engineering and Surveying Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Technical and Industrial Schools ...	7	170	148	114	350	7,007
SCHOOL EDUCATION, SPECIAL. — Commercial Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Agricultural Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools — Madrasahs ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools — Reformatory Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools — Miscellaneous Schools	...	...	...	...	...	...
Total ...	7	170	148	114	350	7,007
INDIRECT EXPENDITURE.						
Buildings	...	...	...	...	...	4,704
Furniture and Apparatus (Special grants only)	...	...	...	...	1,224	1,930
Total ...	...	...	...	...	1,224	6,634
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges ...	...	...	...	...	...	...
Scholarships held in — Secondary Schools ...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...
Scholarships held in — Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Grand Total ...	236	17,919	16,885	12,779	1,584	93,450

TABLE VII.

Instruction in Bengal for the official year 1906-1907.

ON PUBLIC INSTRUCTION.

District Boards.					Institutions managed by—			Total District Fund Expenditure on Public Instruction.
Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	702	75	3,346	6,273	...	...	...	1,200
...	...	...	...	...	...		...	...
950	**702**	**75**	**3,346**	**6,273**	...	...	...	**1,200**
1,100	10,345	...	...	11,595	...	250	2,567	2,967
...	9,108	3,197	...	24,294	...	240	83,505	95,724
...	14,929	2,371	92	56,290	...	...	23,757	62,655
1,100	**34,382**	**5,568**	**92**	**92,179**	...	**490**	**1,09,829**	**1,61,346**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	30	30
...	...	...	...	...	...	...	180	180
...	...	...	...	...	...	...	210	210
1,100	**34,382**	**5,568**	**92**	**92,179**	...	**490**	**1,10,039**	**1,61,556**
...	1,921	487	...	29,452	236	...	1,42,059	1,69,339
...	25	2	...	565	18	...	4,82,057	4,82,613
...	**1,946**	**489**	...	**30,017**	**254**	...	**6,24,116**	**6,51,952**
...	...	...	...	...	...	...	4,712	4,712
...	...	...	...	...	6	...	65,401	65,407
...	...	...	...	...	**6**	...	**70,113**	**70,119**
...	**1,946**	**489**	...	**30,017**	**260**	...	**6,94,229**	**7,22,071**
...	...	...	...	...	1,331	...	...	1,331
...	...	...	...	...	...	...	64	64
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
240	1,851	...	385	9,833	...	...	2,648	9,655
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	12	12
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,495	2,495
240	**1,851**	...	**385**	**9,833**	**1,331**	...	**5,579**	**13,917**
400	...	475	713	6,292	200	...	6,867	11,771
...	...	16	...	3,170	...	...	5,588	7,518
400	...	**491**	**713**	**9,462**	**200**	...	**12,455**	**19,289**
...	...	...	...	...	...	...	...	86,184
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,109
...	...	...	...	...	...	...	...	15,870
...	...	...	...	...	...	...	...	15,750
...	...	...	...	...	...	...	...	555
...	...	...	...	...	...	...	...	4,794
...	...	...	...	...	...	...	...	326
...	...	...	...	...	...	...	...	**1,24,588**
...	...	...	...	...	...	...	...	**50,589**
2,690	**38,881**	**6,623**	**4,536**	**1,47,764**	**1,791**	**490**	**8,22,302**	**10,93,210**

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

OBJECTS OF EXPENDITURE.			EXPENDITURE BY DISTRICT BOARDS					
						In Institutions managed by		
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
1			17	18	19	20	21	22
	DIRECT EXPENDITURE.						Rs.	Rs.
University Edn.	Arts Colleges		1	40	47	36	5,028	...
	Professional Colleges		1	18	19	13	...	...
	Total for Collegiate Educaiton ...		2	58	66	49	5,028	...
School Education, General.	*Secondary Schools.*							
	For Boys. High Schools	English ...	2	676	677	489	1,800	...
	For Boys. Middle Schools	English ...	3	368	358	284	...	992
	For Boys. Middle Schools	Vernacular ...	2	165	154	142	...	1,338
	Total Secondary Schools for boys ...		7	1,209	1,189	915	1,800	2,330
	For Girls. High Schools	English ...	...	...	...	...	...	...
	For Girls. Middle Schools	English ...	...	...	...	...	...	...
	For Girls. Middle Schools	Vernacular ...	...	...	...	...	...	...
	Total Secondary Schools for girls ...		...	...	...	...	...	...
	Total Secondary Schools for boys and girls.		7	1,209	1,189	915	1,800	2,330
	Primary Schools.							
	For Boys ...	Upper Primary ...	4	145	136	102	...	734
	For Boys ...	Lower Primary ...	3	310	281	225	...	1,267
	Total Primary Schools for boys ...		7	455	417	327	...	2,001
	For Girls ...	Upper Primary ...	1	47	40	34	...	153
	For Girls ...	Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for girls ...		1	47	40	34	...	153
	Total Primary Schools for boys and girls ...		8	502	457	361	...	2,154
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters ...		...	...	...	...	...	...
	Training Schools for Mistresses ...		...	...	...	...	...	...
	Schools of Arts		...	...	...	...	...	...
	Law Schools		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Engineering and Surveying Schools ...		...	...	...	...	...	...
	Technical and Industrial Schools ...		...	...	...	...	...	...
	Commercial Schools		...	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...
	Other Schools	Madrasahs ...	...	...	...	...	...	...
	Other Schools	Reformatory Schools...	...	...	...	...	...	...
	Other Schools	Miscellaneous Schools	...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	INDIRECT EXPENDITURE.							
	Buildings		...	...	...	...	...	1,292
	Furniture and Apparatus (Special grants only).		...	...	...	...	...	520
	Total ...		...	...	...	...	...	1,812
	Inspection		...	...	...	...	...	...
	Scholarships held in	Arts Colleges ...	...	...	...	...	...	...
	Scholarships held in	Medical Colleges ...	...	...	...	...	...	...
	Scholarships held in	Other Professional Colleges ...	...	...	...	...	...	...
	Scholarships held in	Secondary Schools...	...	...	...	...	...	...
	Scholarships held in	Primary Schools ...	...	...	...	...	...	...
	Scholarships held in	Medical Schools ...	...	...	...	...	...	...
	Scholarships held in	Technical and Industrial Schools	...	...	...	...	...	...
	Scholarships held in	Other Special Schools ...	...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Miscellaneous		...	...	...	...	...	...
	Grand Total ...		17	1,769	1,712	1,325	6,828	6,296

TABLE VII.

Instruction in Bengal for the official year 1906-1907.

ON PUBLIC INSTRUCTION.

Municipal Boards.					In Institutions managed by→				
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total municipal Expenditure on Public Instruction.	Total Expenditure of District and Municipal Boards on Public Instruction.
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.
...	3,057	...	1,848	9,933	...	950	...	950	2,150
...	1,085	...	...	1,085	...	...	...	...	...
...	4,142	...	1,848	11,018	...	950	...	950	2,150
250	13,611	...	...	15,661	...	1,100	5,319	6,419	9,386
240	2,250	771	...	4,253	...	...	6,358	7,350	1,03,074
...	395	12	...	1,745	400	...	1,863	3,601	66,256
490	16,256	783	...	21,659	400	1,100	13,540	17,370	1,78,716
...	...	...	...	...	...	...	404	404	404
...	...	...	...	...	...	...	1,193	1,193	1,223
...	...	...	...	...	...	...	390	390	570
...	...	...	...	...	...	...	1,987	1,987	2,197
490	16,256	783	...	21,659	400	1,100	15,527	19,357	1,80,913
...	64	...	...	798	59	...	16,938	17,731	1,87,070
...	98	9	...	1,374	...	...	44,425	45,692	5,28,305
...	162	9	...	2,172	59	...	61,363	63,423	7,15,375
...	47	201	...	401	...	...	4,551	4,704	9,416
...	...	...	...	...	...	...	8,162	8,162	73,569
...	47	201	...	401	...	...	12,713	12,866	82,985
...	209	210	...	2,573	59	...	74,076	76,289	7,98,360
...	...	...	...	...	...	...	...	...	1,331
...	...	...	...	...	...	...	...	...	64
...	...	...	...	...	...	...	100	100	100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	240	124	364	10,019
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	87	87	99
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	4,718	4,718	7,213
...	...	...	...	...	...	240	5,029	5,269	19,186
...	...	111	...	1,403	...	400	4,521	6,213	17,984
...	...	...	...	520	...	...	783	1,303	8,821
...	...	111	...	1,923	...	400	5,304	7,516	26,805
...	...	...	...	...	...	...	...	3,305	89,489
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	395	1,564
...	...	...	...	...	...	...	...	197	16,067
...	...	...	...	...	...	...	...	10	15,760
...	...	...	...	...	...	...	...	...	555
...	...	...	...	...	...	...	...	177	4,971
...	...	...	...	...	...	...	...	...	326
...	...	...	...	...	...	...	...	4,084	1,28,672
...	...	...	...	...	...	...	...	6,542	57,131
490	20,607	1,104	1,848	37,173	459	2,690	99,936	1,20,007	12,13,217

EDUCATION GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1906-07.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					
	Hostels or Boarding-houses.	Boarders—*Vide* Note (1).	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	29	1,471	272	...	606	6	587	28,472	...	2,985	79,400	...	1,10,857
2. Managed by District or Municipal Boards.	5	192	...	...	148	44	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	56	2,422	84	7	1,630	462	239	6,263	1,303	52,791	1,75,747	...	2,36,104
4. Maintained by Native States.	5	103	...	...	79	16	8	...	...	...	...	154	154
5. Unaided ...	250	6,062	19	12	3,434	1,775	822	...	...	1,06,580	1,51,224	...	2,57,804
Total ...	345	10,250	375	19	5,897	2,303	1,656	34,735	1,303	1,62,356	4,06,371	154	6,04,919
For Females.													
1. Managed by Government.	4	168	7	20	119	10	12	10,816	...	...	18,919	...	29,735
2. Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by District or Municipal Boards.	34	2,322	1	1	1,636	455	229	6,731	...	65,069	1,83,117	...	2,54,917
4. Maintained by Native States.	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Unaided ...	28	1,525	...	...	278	1,195	52	...	...	42,854	1,772	...	44,626
Total ...	66	4,015	8	21	2,033	1,660	293	17,547	...	1,07,923	2,03,808	...	3,29,278
Grand Total ...	411	14,265	383	40	7,930	3,963	1,949	52,282	1,303	2,70,279	6,10,179	154	9,34,197

Instructions :—(1) "Boarders" in column 3 means only pupils-boarders. The sum of columns 4—8 should be equal to 3.
(2) Columns 9—14 against the sideheading "Grand Total" in this return should correspond with columns 34—40 against the sideheading "Hostel (Boarding) chargers" in General Table IV.

EUROPEAN EDUCATION—GENERAL TABLE III.

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys — High Schools ... English ..	...	...	...	...	...	...
For Boys — Middle Schools ... English ...	1	177	175	176	...	...
For Boys — Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Boys' Schools ...	1	177	175	176	...	...
For Girls — High Schools ... English ...	...	...	...	...	...	...
For Girls — Middle Schools ... English ...	1	98	97	95	...	...
For Girls — Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Girls' Schools ...	1	98	97	95	...	...
Grand Total Secondary Schools for Boys and Girls.	2	275	272	271	...	...
PRIMARY SCHOOLS.						
For Boys — Upper Primary	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	..	...	...
For Girls — Upper Primary	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	20	20	20	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering of Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasahs	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools (*vide* foot-note III).	...	...	...	...	...	...
Total ...	1	20	20	20	...	...
Total of Schools of Public Instruction ...	3	295	292	291	...	...

TABLE III.

Bengal for the official year 1906-1907.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	5	1,036	1,005	930
...	...	...	...	...	...	8	1,172	1,121	974
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**13**	**2,208**	**2,126**	**1,904**
...	...	...	...	...	...	7	1,022	975	812
...	...	...	...	...	...	20	2,184	2,120	1,846
...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	**27**	**3,206**	**3,095**	**2,658**
...	...	...	...	...	...	**40**	**5,414**	**5,221**	**4,562**
...	...	...	...	...	...	7	510	479	400
...	...	...	...	...	...	1	62	68	65
...		...	...	...	...	**8**	**572**	**547**	**465**
...	...	...	...	...	...	14	929	893	733
...	...	...	...	...	...	2	26	28	23
...	...	...	...	...	...	**16**	**955**	**921**	**756**
...	...	...	...	...	...	**24**	**1,527**	**1,468**	**1,221**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	103	102	99
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**2**	**103**	**102**	**99**
...	...	...	...	...	...	**66**	**7,044**	**6,791**	**5,882**

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys — High Schools ... English ...	2	603	555	487	7	1,639
For Boys — Middle Schools ... English ...	...	...	...	...	9	1,349
For Boys — Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Boys' Schools ...	**2**	**603**	**555**	**487**	**16**	**2,988**
For Girls — High Schools ... English ...	...	...	...	...	7	1,022
For Girls — Middle Schools ... English ...	...	...	...	...	21	2,282
For Girls — Middle Schools ... Vernacular...	...	...	...	...	...	...
Total for Girls' Schools ...	...	...	...	...	**28**	**3,304**
Grand Total Secondary Schools for Boys and Girls.	**2**	**603**	**555**	**487**	**44**	**6,292**
Primary Schools.						
For Boys — Upper Primary	...	...	...	...	7	510
For Boys — Lower Primary	...	...	...	...	1	62
Total Primary Schools for Boys ...	...	...	...	...	**8**	**572**
For Girls — Upper Primary	...	...	...	...	14	929
For Girls — Lower Primary	1	7	7	5	3	33
Total Primary Schools for Girls ...	**1**	**7**	**7**	**5**	**17**	**962**
Grand Total of Primary Schools for Boys and Girls.	**1**	**7**	**7**	**5**	**25**	**1,534**
SCHOOL EDUCATION, SPECIAL.						
Schools for Special Instructions.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	1	20
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering or Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools...	...	...	...	...	2	103
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasahs	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	**3**	**123**
Total of Schools of Public Instruction ...	**3**	**610**	**562**	**492**	**72**	**7,949**

TABLE III.

Bengal for the official year 1906-1907.

Number of Scholars on the 31st of March learning									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
English.			A classical language.			A vernacular language.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,639	...	1,639	933	...	933	220	...	220	...	...
1,265	84	1,349	370	58	428	...	...	...	84	...
...	...	...	...	...	...	...	...	...	...	...
2,904	**84**	**2,988**	**1,303**	**58**	**1,361**	**220**	**...**	**220**	**84**	**...**
200	822	1,022	23	485	508	3	184	187	...	200
437	1,845	2,282	48	510	558	...	...	...	...	437
...	...	...	...	...	...	...	...	...	...	...
637	**2,667**	**3,304**	**71**	**995**	**1,066**	**3**	**184**	**187**	**...**	**637**
3,541	**2,751**	**6,292**	**1,374**	**1,053**	**2,427**	**223**	**184**	**407**	**84**	**637**
311	199	510	28	19	47	30	17	47	199	...
62	...	62	...	...	...	...	...	...	...	...
373	**199**	**572**	**28**	**19**	**47**	**30**	**17**	**47**	**199**	**...**
304	625	929	...	...	...	...	...	...	...	304
9	24	33	...	...	...	...	...	...	...	9
313	**649**	**962**	**...**	**...**	**...**	**...**	**...**	**...**	**..**	**313**
686	**848**	**1,534**	**28**	**19**	**47**	**30**	**17**	**47**	**199**	**313**
...	...	...	...	...	...	...	...	...	...	...
...	20	20	...	20	20	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
31	72	103	12	...	12	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
31	**92**	**123**	**12**	**20**	**32**	**...**	**...**	**...**	**...**	**...**
4,258	**3,691**	**7,949**	**1,414**	**1,092**	**2,506**	**253**	**201**	**454**	**283**	**950**

GENERAL TABLE IIIA.

Number of European Scholars on the 31st March 1907, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,501	2	21	23	30	1	61	...	1,639
	Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	1,210	16	5	...	5	4	5	20	1,265
	Female ...	82	2	...	...	...	...	...	...	84
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	173	5	...	1	1	...	7	13	200
	Female ...	732	16	35	...	1	2	9	27	822
Middle Schools—										
English ...	Male ...	408	3	8	5	3	...	4	6	437
	Female ...	1,611	2	8	3	...	...	20	201	1,845
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	5,717	46	77	32	40	7	106	267	6,292
Primary Schools—										
For Boys ...	Male ...	366	3	...	1	...	...	...	3	373
	Female ...	192	3	...	...	...	...	...	4	199
For Girls ...	Male ...	297	...	...	...	...	14	...	2	313
	Female ...	616	16	...	...	...	12	...	5	649
	Total ...	1,471	22	...	1	...	26	...	14	1,534
School Education—Special—										
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	20
Commercial Schools	Male ...	25	...	6	...	...	...	...	...	31
	Female ...	72	...	...	...	...	...	...	...	72
	Total ...	117	...	6	...	...	...	...	...	123
Total of Scholars in Public Institutions.		7,305	86	83	33	40	33	106	281	7,949

EUROPEAN EDUCATION—GENERAL TABLE IV.

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Boys — Middle ditto — English ...	30,520	...	...	7,110	...	...	37,630	...	...
For Boys — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**30,520**	...	...	**7,110**	...	...	**37,630**	...	...
For Girls — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Girls — Middle ditto — English ...	20,879	...	...	5,052	...	...	25,931	...	...
For Girls — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**20,897**	...	...	**5,052**	...	...	**25,931**	...	...
Total Secondary Schools both for Boys and Girls.	**51,399**	...	...	**12,162**	...	...	**63,561**	...	...
Primary Schools.									
For Boys — Upper Primary	...	...	...	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary	...	...	...	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(*a*) Masters	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	3,755	...	...	...	...	...	3,755	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools — Madrasahs	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...
Total ...	**3,755**	...	...	...	...	...	**3,755**	...	...
Total of Direct Expenditure ...	**55,154**	...	...	**12,162**	...	...	**67,316**	...	...

TABLE IV.

Schools in Bengal for the official year 1906-1907.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	60,812	...	...
...	...	...	...	...	...	...	...	...	...	...	...	31,203	...	601
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**92,015**	...	**601**
...	...	...	...	...	...	...	...	...	...	...	...	43,609	...	...
...	...	...	...	...	...	...	...	...	...	...	...	51,307	...	713
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**94,916**	...	**713**
...	...	...	...	...	...	...	...	...	...	...	...	**1,86,931**	...	**1,314**
...	...	...	...	...	...	...	...	...	...	...	...	16,996	...	85
...	...	...	...	...	...	...	...	...	...	...	...	1,262	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**18,258**	...	**85**
...	...	...	...	...	...	...	...	...	...	...	...	13,392	...	566
...	...	...	...	...	...	...	...	...	...	...	...	1,149	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**14,541**	...	**566**
...	...	...	...	...	...	...	...	...	...	...	...	**32,799**	...	**651**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,150	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**1,150**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,20,380**	...	**1,965**

EDUCATION, GENERAL

Return of expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys { High Schools ... English ...	40,465	16,717	29,493	1,47,487	48,103	4,165
For Boys { Middle ditto { English ...	13,871	11,735	15,272	72,682	...	...
For Boys { Middle ditto { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	**54,336**	**28,452**	**44,765**	**2,20,169**	**48,103**	**4.165**
For Girls { High Schools ... English ...	62,345	23,852	8,140	1,37,946	...	...
For Girls { Middle ditto { English ...	84,470	27,685	15,628	1,79,803	...	...
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**1,46,815**	**51,537**	**23,768**	**3,17,749**	**...**	**...**
Total Secondary Schools both for Boys and Girls.	**2,01,151**	**79,989**	**68,533**	**5,37,918**	**48,103**	**4,165**
Primary Schools.						
For Boys { Upper Primary	5,267	19,771	771	42,890	...	...
For Boys { Lower Primary	...	1,926	...	3,188	...	...
Total for Primary Schools for Boys ...	**5,267**	**21,697**	**771**	**46,078**	**...**	**...**
For Girls { Upper Primary	5,689	6,681	5,144	31,472	...	...
For Girls { Lower Primary	737	250	74	2,210	...	627
Total for Primary Schools for Girls ...	**6,426**	**6,931**	**5,218**	**33,682**	**...**	**627**
Total Primary Schools for Boys and Girls ...	**11,693**	**28,628**	**5,989**	**79,760**	**...**	**627**
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(*a*) Masters	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools	708	...	...	1,858	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasahs	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...
Total of Direct Expenditure ...	**708**	**...**	**...**	**1,858**	**...**	**...**
Total ...	**2,13,552**	**1,08,617**	**74,522**	**6,19,536**	**48,103**	**4,792**

TABLE IV.

Schools in Bengal for the official year 1906-1907.

INSTITUTIONS. / MANAGEMENT. / Unaided. — TOTAL EXPENDITURE FROM.									
						All other sources.			GRAND TOTAL.
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,245	56,513	60,812	...	...	88,568	54,620	...	...	2,04,000
...	...	61,723	...	601	20,981	27,007	...	...	1,10,312
...	...	...	...	...	...	...	...	...	...
4,245	**56,513**	**1,22,535**	**...**	**601**	**1,09,549**	**81,627**	**...**	**...**	**3,14,312**
...	...	43,609	...	...	62,345	31,992	...	...	1,37,946
...	...	72,186	...	713	89,522	43,313	...	...	2,05,734
...	...	...	...	...	...	...	...	...	...
...	**...**	**1,15,795**	**...**	**713**	**1,51,867**	**75,305**	**...**	**...**	**3,43,680**
4,245	**56,513**	**2,38,330**	**...**	**1,314**	**2,61,416**	**1,56,932**	**...**	**...**	**6,57,992**
...	...	16,996	...	85	5,267	20,542	...	...	42,890
...	...	1,262	...	...	...	1,926	...	...	3,188
...	**...**	**18,258**	**...**	**85**	**5,267**	**22,468**	**...**	**...**	**46,078**
...	...	13,392	...	566	5,689	11,825	...	...	31,472
...	627	1,149	...	...	737	951	...	...	2,837
...	**627**	**14,541**	**...**	**566**	**6,426**	**12,776**	**...**	**...**	**34,309**
...	**627**	**32,799**	**...**	**651**	**11,693**	**35,244**	**...**	**...**	**80,387**
...	...	...	...	...	...	...	...	...	...
...	...	3,755	...	...	...	...	...	...	3,755
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	1,150	...	...	708	...	...	...	1,858
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...		...	...	...
...	**...**	**4,905**	**...**	**...**	**708**	**...**	**...**	**...**	**5,613**
4,245	**57,140**	**2,76,034**	**...**	**1,965**	**2,73,817**	**1,92,176**	**...**	**...**	**7,43,992**

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Buildings	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special Grants only).	4,586	...	...	...	...	...	4,586	...	...
Total ...	4,586	...	...	...	...	...	4,586	..	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges	...	...	...	...	...	...	...	...	...
Medical College ...	...	...	...		...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Boarding charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure ...	4,586	...	...	...	...	...	4,586	...	...
Total Expenditure on Public Instruction in 1906-1907.	59,740	...	...	12,162	...	...	71,902	...	...

TABLE IV.

Schools in Bengal for the official year 1906-1907

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
												Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	1,02,600	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,600	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,08,200	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,08,200	...	...
...	...	...	...	...	...	...	...	...	...	...	...	3,29,080	...	1,965

EDUCATION, GENERAL

Return of expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
Building	24,100	2,859	1,80,234	3,09,793	...	...
Furniture and Apparatus (Special Grants only).	9,330	12,317	21,325	48,572	22	695
Total ...	**33,430**	**15,176**	**2,01,559**	**3,58,365**	**22**	**695**
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in — Arts Colleges	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous —						
Boarding charges	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**33,430**	**15,176**	**2,01,559**	**3,58,365**	**22**	**695**
Total Expenditure on Public Instruction in 1906-1907.	**2,46,982**	**1,23,793**	**2,76,081**	**9,77,901**	**48,125**	**5,487**

TABLE IV.

Schools in Bengal for the official year 1906-1907.

INSTITUTIONS.	TOTAL EXPENDITURE FROM								
MANAGEMENT.									
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.			Grand Total.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,111	7,111	1,02,600	...	...	24,100	1,90,204	...	...	3,16,904
6,644	7,361	10,186	...	...	9,352	40,981	...	...	60,519
13,755	14,472	1,12,786	...	...	33,452	2,31,185	...	...	3,77,423
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	10,952	...	...	...	...	...	...	10,952
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	6,759	...	...	...	...	...	...	6,759
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	473	...	...	...	...	...	...	473
...	...	...	...	...	...	...	...	...	...
...	...	18,184	...	...	...	...	...	...	18,189
...	...	20,263	...	...	4,30,169	73,062	...	...	5,23,494
...	...	...	...	...	...	...	...	...	...
...	...	2,559	...	...	2,130	...	...	...	4,689
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	6,972	...	...	...	1,063	...	...	8,035
...	...	6,771	...	...	25,976	68,727	...	...	1,01,474
...	...	36,565	...	...	4,58,275	1,42,852	...	...	6,37,692
13,755	14,472	1,67,535	...	...	4,91,727	3,74,037	...	...	10,33,299
18,000	71,612	4,43,569	...	1,965	7,65,544	5,66,213	...	...	17,77,291

FOR EUROPEAN EDUCATION.

EDUCATION GENERAL TABLE V.

Return of the stages of Instruction of pupils in Public European Schools for General Education in Bengal at the end of the official year 1906-1907.

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on 31st March 1907.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the matriculation examination, or an examination of an equivalent Standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys.																				
Government, English	1	177	...	...	...	89	...	89	48	...	48	40	...	40	...	...	...	177	...	177
Aided „	13	2,208	108	...	108	678	9	687	583	26	609	755	49	804	...	...	...	2,124	84	2,208
Unaided „	2	603	91	...	91	246	...	246	161	...	161	105	...	105	...	...	...	603	...	603
Total ...	**16**	**2,988**	**199**	**...**	**199**	**1,013**	**9**	**1,022**	**792**	**26**	**818**	**900**	**49**	**949**	**...**	**...**	**...**	**2,904**	**84**	**2,988**
Secondary Schools for Girls.																				
Government, English	1	98	...	...	...	...	38	38	...	38	38	...	22	22	...	..	...	...	98	98
Aided „	27	3,206	4	57	61	35	664	699	76	653	729	522	1,195	1,717	...	...	...	637	2,569	3,206
Unaided „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	**28**	**3,304**	**4**	**57**	**61**	**35**	**702**	**737**	**76**	**691**	**767**	**522**	**1,217**	**1,739**	**...**	**...**	**...**	**637**	**2,667**	**3,304**
Total Secondary Schools for Boys and Girls.	**44**	**6,292**	**203**	**57**	**260**	**1,048**	**711**	**1,759**	**868**	**717**	**1,585**	**1,422**	**1,266**	**2,688**	**...**	**...**	**...**	**3,541**	**2,751**	**6,292**

Primary Schools for Boys.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	8	572	...	...	...	...	...	...	101	60	161	272	139	411	...	...	...	373	199	572
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	**8**	**572**	...	...	...	...	...	...	**101**	**60**	**161**	**272**	**139**	**411**	...	...	...	**373**	**199**	**572**
Primary Schools for Girls.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Aided	16	955	...	...	...	...	...	...	30	145	175	281	499	780	...	...	...	311	644	955
Unaided ...	1	7	...	...	...	...	...	...	...	...	...	2	5	7	...	...	...	2	5	7
Total ..	**17**	**962**	...	...	...	...	...	...	**30**	**145**	**175**	**283**	**504**	**787**	...	...	...	**313**	**649**	**962**
Total Primary Schools for Boys and Girls.	**25**	**1,534**	...	...	...	...	...	...	**131**	**205**	**336**	**555**	**643**	**1,198**	...	...	...	**686**	**848**	**1,534**
Grand Total for 1906-1907 (for Secondary and Primary Schools).	**69**	**7,826**	**203**	**57**	**260**	**1,048**	**711**	**1,759**	**999**	**922**	**1,921**	**1,977**	**1,909**	**3,886**	...	...	...	**4,227**	**3,599**	**7,826**

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GENERAL DEPARTMENT,

EDUCATION.

CALCUTTA, THE 22ND FEBRUARY 1908.

RESOLUTION—No. 1317.

READ—

The Report on the progress of Education in Bengal for the years 1902-1903 to 1906-1907.

1. The report covers the period of five years ending the 31st March 1907. It was due to Government on the 1st October 1907 and is reported to have been in fact ready before that date. Owing however to delays in the Press, it was not received by Government till the 1st December. The report is written by Mr. W. W. Hornell, Assistant Director, and is issued over his signature. The Lieutenant-Governor is, however, informed that every Chapter has been considered and passed by the Director of Public Instruction, and that the views expressed in the report may be taken to be Mr. Earle's own.

2. The area dealt with is the Province of Bengal as constituted since the formation of the New Province of Eastern Bengal and Assam on the 16th October 1905. Sir Alexander Pedler, Kt., F.R.S., C.I.E., was Director of Public Instruction from the commencement of the period under review up to the 31st March 1906. He was succeeded by Mr. A. Earle, of the Indian Civil Service, who held charge of the department for the remainder of the period.

CONTROLLING AGENCIES.

3. A scheme for the increase of the number of Inspectors from 6 to 12 and of Assistant Inspectors from 5 to 11, which received sanction during the year 1906, had not been brought into force by the close of the period under review. It is hoped, however, that the necessary additional appointments will be made before the close of the year 1907-08. A considerable increase in the number of Deputy Inspectors and of Sub-Inspectors is also impending. It is too early to estimate the results of this general increase of the inspecting staff or of the provincialisation of the staff of Sub-Inspectors, which took place with effect from 1st January 1906. The existing staff is, however, admittedly inadequate; and there can be no doubt that, as the Director remarks, the demands made on inspecting officers increased considerably during the quinquennium under review.

4. It is satisfactory to learn that during 1906-07 great interest was taken in Education by Executive and Judicial Officers, and that the value of that interest is unanimously testified to by the Inspectors. This is a matter to which the Lieutenant-Governor attaches great importance; and His Honour is glad to learn that the instructions issued on the subject by Government in 1905 have borne fruit.

COLLEGIATE EDUCATION.

5. The whole course of Collegiate education has been affected by the passing of the Universities Act of 1904 and the promulgation of the revised regulations of the Calcutta University in August 1906. The question how far the reforms thus introduced are to be real is very largely one of funds. Heavy expenditure is needed in many directions for the proper development of Colleges according to the new ideals; and the means by which this expenditure is to be met not only in the Government colleges, but in deserving institutions among the aided colleges, which have no resources of their own, is a problem of the utmost gravity. The Director remarks that it is now for the Government Colleges to take the lead in shaping a better model for University education; but the funds available are insufficient to do more than ensure bare compliance with the regulations. There was a decrease of one college, and of 1,354 students during the quinquennium under review; but expenditure increased during the same period by Rs. 1,17,692, the whole of which was borne by public funds; and the anuual cost per student has risen

from Rs. 124 in 1904-1905 to Rs. 166 in 1906-1907. As Mr. Earle remarks, while there is practically no limit to what might be spent with advantage on education in its various branches, there is a distinct and practical limit to the resources which Government can make available. If the development of collegiate education is not to be delayed and hampered by sheer lack of funds, it is absolutely necessary that assistance on a large scale should be forthcoming from the liberality of private individuals.

6. There has been some advance in the matter of the promotion of a corporate feeling in colleges by means of common rooms, clubs, and the issue of College Magazines. The introduction of compulsory games at the Patna College, in which the Principal joins, has also had an excellent effect in this direction. There can be little doubt that, as noticed by the Director, the success of college institutions must depend largely on the amount of time and trouble which the professors are willing to devote to them.

Secondary Education for Boys.

7. A marked feature of the period under review has been a steady increase in the number of English schools accompanied by a decrease in the number of secondary vernacular schools. The number of boys attending English secondary schools at the close of the quinquenninm was 122,937, an increase of 2,337 during the period. In the middle vernacular schools there were 24,350 boys at the close of 1906-1907, shewing a decrease of 11,291 in ten years. There has been an increase in expenditure on secondary schools of nearly three lakhs during the quinquennium; and the expenditure during the year 1906-1907 was Rs. 25,43,105 of which Rs. 5,58,303 was from public funds.

8. In his general remarks under this head the Director notices the immense importance of secondary education in the present stage of the development of the country, and raises the question whether, when University education is being reformed, it is not necessary as a preliminary measure to examine the system of secondary education, and to carry out in connection with it any changes which might appear to be required. It is now too late to speculate as to what might have been; but it seems to the Lieutenant-Governor to be obvious that reform of colleges can be of little practical value without reform of the schools through which practically every college student must pass. The improvement of High Schools by the introduction of a school final examination, calculated to remove what the Director describes as the utter and radical unsoundness of the present state of affairs by which secondary schools are mere cramming institutions for the University, and the institution of Government High Schools in every district, which may serve as models of what such schools should be, are reforms which are now under consideration and which are of the greatest importance.

9. The unfitness of the great majority of teachers in secondary schools is generally admitted; and the dictum that efficient schools are not possible without efficient teachers may be accepted as truism. The Director dwells specially on the necessity of training as a factor in the improvement of teaching in secondary schools. The value of training may be freely admitted; but it seems to Lieutenant-Governor to be obvious that the opening of training institutions can by itself be of little avail unless accompanied by such an improvement in the conditions of work in the teaching profession as to attract to that profession men possessed not only of sound academic qualifications but also of genuine zeal in the cause of education and of a desire to perfect themselves by every available means in the art of teaching.

Primary Education.

10. The expansion of primary education is one of the most satisfactory features of the period under review. The number of schools has increased from 32,024 to 33,954 and that of pupils from 818,537 to 953,455; and it is reported that this increase has been secured without any lowering of the standard of efficiency required. The proportion of boys actually at school at the close of the period was 253 out of every 1,000 boys of school-going age. The

corresponding figure for 1901-02 was 217. On the other hand the proportion of pupils in upper primary schools has shown no advance during the last 15 years. This, coupled with the unpopularity of middle vernacular schools, points to the conclusion that vernacular teaching beyond the elementary stages does not, under present conditions, commend itself to parents as being of practical value. The total expenditure on primary education was Rs. 25,50,768 during 1906-07, of which public funds contributed Rs. 8,94,749 or 35·1 per cent. The corresponding percentage five years previously was 25·6. It is noticeable that expenditure under this head increased by 4½ lakhs during the quinquennium, of which 1½ lakh was during the last year.

11. A sum of Rs. 5,03,598 was assigned by the Local Government in 1905-06 towards the construction of primary school buildings on condition that a reasonable proportion of the total cost was contributed from local sources. The reports show that the progress made has been disappointingly small, and that the assistance asked for from the public has not, as a rule, been forthcoming.

12. The system introduced by the Resolution of 1901 has proved a failure as regards both the intellectual training of the children and the proper teaching of the vernacular. A revised syllabus for the infant section and for standard I and II has been published and will be introduced from 1910. It is claimed for this syllabus that it is educationally sound; and there is reason to hope that, even if it is at present beyond the scope of the average primary school teacher, its introduction will mark a distinct step in advance.

Training of Teachers.

13. The Director devotes 18 pages to the training of teachers in its different branches. Of the great value of properly trained teachers there can be no question; but, as already noticed, for training to be effective it is essential that there should be a body of teachers to be trained, prepared, on the one hand, to make teaching their life work, and, on the other, to perfect themselves in the principles and practice of teaching in order to render that work as effective as possible. Of two men equal in other respects the trained will be a more efficient teacher than the untrained; but at the same time an untrained teacher whose heart is in his work will always be more valuable than a trained teacher who is indifferent to his profession.

14. The Lieutenant-Governor looks in vain in the report now under consideration for any definite assurance that the work hitherto done by training institutions of any class has been of permanent practical value; and His Honour cannot but feel that this is in great measure due to the fact that, while the importance of attracting the right class of teacher to these institutions, and of retaining such teachers permanently in the teaching profession, has always been acknowledged, the attainment of this object has not in practice been recognized as an essential preliminary to the opening of any training institution. The whole question of the training of teachers, from teachers of English in secondary schools down to the *gurus* of primary schools, is now under revision; and the Lieutenant-Governor earnestly trusts that this revision will be carried out on such practical lines as will secure a real, if gradual, improvement in the qualifications of teachers of all grades.

15. The above remarks apply specially to the case of female teachers. There is abundant evidence in the report that the training classes of the various missions are turning out a good and constantly improving class of female teacher; but as the Director remarks, it is Hindu and Mahomedan teachers that are wanted; and without these the education of Indian girls and women must remain practically at a standstill. There is unquestionably a demand for properly qualified teachers. It may well be doubted, however, if the opening of training institutions will do much to meet this demand, since such institutions without students can do nothing, and the real difficulty is to attract to them women of the class which can secure access to the houses of orthodox Hindus and Mahomedans. As the Education Commission have said in their report, many of the difficulties connected with female education would disappear if arrangements could be made for employing trained female teachers in their

own villages; but the female teachers must first be found before they can be either trained or employed; and the finding of suitable candidates, and he inducing of them to take up the profession of teaching and to undergo the necessary training appears to be still a matter of personal effort and influence.

Professional and Technical Education.

16. The subject of professional and technical education occupies 28 pages of the report. It is disappointing to find that during the past five years little practical progress has been made except as regards engineering and mining.

17. The commercial classes attached to the Presidency College have so far failed to attain popularity and the results of the examinations in connection with them have been very unsatisfactory. The classes are carried on in consultation with the Chambers of Commerce; and there seems little reason to doubt that if the classes can attain their object of turning out a type of man who will be more useful in an office than the ordinary man, the mercantile community will be prepared to recognize a good article and pay for it accordingly. Unless, however, parents see that these classes are likely to help a boy to secure a decent living, it may be feared that they will never be well attended. It is certain that enthusiasm for the commercial profession as apart from prospects of definite profit cannot, at present, be calculated on as a living force in Bengal.

18. The Calcutta School of Art is reported to have started with false ideals and to be only slowly making up leeway, though the work is now on the right lines. Two hundred-and-fifty-two students were attending the school on 30th March 1907.

19. The agricultural classes at the Sibpur College, attracted only 23 students on an average throughout the quinquennium. Fifty students appeared at the Diploma Examination and 34 were successful. The class will close in November 1908 and be transferred to the Provincial Agricultural College at Sabour.

20. The work done in agricultural classes attached to High Schools has not been satisfactory. In fact, the footing on which they were started was not such as to render success possible. Steps are now being taken to place these classes on a business-like footing. Nature study is still prescribed in the Training Schools, but it does not appear that up to date much practical progress has been made in this respect.

21. The Sibpur Engineering College had 366 students on the 30th March 1907, of whom 94 were in the Engineering Department, 233 in the apprentice Department, 24 in the Agricultural class and 15 in the Artisan classes. The total expenditure of the College during 1906-07 was Rs. 2,22,981, an increase of Rs. 55,968 over the previous year. The cost to Provincial Revenues was Rs. 1,92,618 an increase of Rs. 55,312. The result of the examinations held in 1906 were distinctly satisfactory, the percentage of success in the B.E. and F.E. Examinations being 66·7 and 57·9, respectively. The notorious reputation of the College for unhealthiness has unfortunately been maintained, and its transfer to Ranchi has now been definitely sanctioned by the Government of India.

22. The Behar School of Engineering at Patna has worked very satisfactorily during the quinquennium; and the Lieutenant Governor is glad to notice that it is largely made use of by Behari students. It is gratifying to find that the students of this School have entirely of themselves developed a club for debates, lectures, etc, which has had a vigorous existence for two years.

23. The Cuttack Survey School has not worked satisfactorily; but it is about to be enlarged and developed into an Engineering School and will, it is hoped, make a fresh and successful start.

24. The "B" classes attached to Zillah Schools have proved a failure; the number of students presented for examination having steadily decreased from 21 in 1903 to 6 in 1907. Attempts are being made to foster the development of these classes; but their ultimate success must, as the Director remarks, depend on the extent to which the classes of Indian Society who use Secondary

Schools are prepared to encourage their sons to take up work other than Government service or clerical employment. At the same time no success can be expected unless these classes are calculated to afford, in the Director's words, "an adequate preparation for the various activities which should find a place in the life of a vigorous community."

25. It is to be regretted that it has not yet been found possible to open the classes for the training of Engineering draftsmen, the need of which was alluded to in the Report on Public Instruction for 1905-1906.

26. The Mining class opened at the Sibpur College, after unfortunate delays in settling the course, is now working successfully Four apprentices who went up for the examination held at the end of 1906-1907 all passed and have since got good appointments; and 10 students joined the class in 1907. The Lieutenant-Governor desires to acknowledge the assistance given to the class while in camp at Jheria by the managers of mines in that locality. The lectures delivered by Mr. Griffiths, Mining Instructor, in the colliery area are reported to have been well-attended; and the members of the Mining Advisory Board have expressed themselves well pleased with the progress made. The success which is attending instruction in mining seems to the Lieutenant-Governor to point to a readiness on the part of the public to take advantage of technical education where this is calculated to lead directly to remunerative employment.

27. As regards Industrial Schools, every preparation has been made for opening the Weaving School at Serampur; and work will be commenced as soon as the officers selected for the charge of the School arrive from England. In the Hazaribagh district the number of industrial schools has increased in two years, thanks to the exertions of Mr. Radice, the Deputy Commissioner, from 3 to 18. Nothing, however, is said in the report as to their results. In other respects no noticeable progress has been made.

28. Generally the Director has to admit that, while views have solidified and aims have been concentrated, no real advance is manifest as regards technical and industrial education and that the effect of existing schools on the industrial development of the Province is practically negligible. Much is hoped from the appointment of a special officer, recruited from England, whose business it will be to be generally acquainted with the larger industries of the province and to advise as to their development. This appointment has been recommended and the Lieutenant-Governor trusts that it will soon be an accomplished fact.

Education of Girls and Women.

29. On the 30th March 1907, there were 121,195 girls and women in public educational institutions, being 1 in every 33 girls of school-going age as against 1 in every 58 at the close of the last quinquennium. Over 99 per cent. of the girls under instruction were in the primary stage. The total expenditure under this head was Rs. 5,46,803, of which public funds contributed Rs. 2,80,631.

30. The Bethune College had during 1906-1907 23 students, of whom 15 were Brahmos, 6 Christians, and 2 Jewesses. Of the staff of Principal, three professors, and three lecturers, only the principal and one lecturer are ladies. The cost of the college during 1906-1907 was Rs. 18,254, of which only Rs. 883 was derived from fees, the balance being paid by Government,

31. There were seven high schools for girls at the close of the period under report with six hundred and eighty girl pupils, six of these are in Calcutta and one at Bankipore, four of the former being Mission schools. The number of secondary schools for girls has increased during the quinquennium by 21 and their pupils by 1,656 or 17·1 per cent. The number of primary schools for girls at the close of the period was 3,218 and that of girl pupils in such schools 70,215, in addition to 46,233 in primary schools for boys. The increase during the quinquennium amounts to 99·1 per cent.

32. The cost of secondary schools for girls during 1906-1907 was Rs. 2,05,834, of which 41·7 per cent. came from Provincial Revenues, the corresponding figures for primary schools being Rs. 3,00,837 and 56 per cent. It is noticeable that the cost of every girl in secondary and primary schools,

respectively, is Rs. 51·3 and Rs. 4·1 compared with Rs. 17·7 and Rs. 2·7, the corresponding figures for boys.

33. Among private institutions the Mahakali Pathsala institution in Calcutta had 500 pupils during 1906-1907, the majority of whom came from high caste families. The girls are taught, besides religious instruction, Sanskrit, Bengali, a little arithmetic, cookery, and housewifery. This school depended largely on the influence of Mataji Maharani Tapaswini who, unhappily, died during the year; but it affords a proof that orthodox Hindu girls will come to school if the conditions are suitable.

34. The scheme of zenana instruction by house to house visitation has failed of success owing to the absence of proper teachers. Training can do little and the provision of syllabuses and text-books less until the problem of how to secure female teachers of suitable character and position has been solved. As the Director observes, "If from among the orthodox Hindu and Muhammadan communities lady teachers can be produced, who by their position will command respect, while by their capabilities they will justify in themselves the education which they have received, then progress is assured." That such teachers can be found is certain, but it requires all the efforts and influence of ladies, whether European or Indian, interested in the question of female education, to discover them in the first instance, and then to induce them to devote themselves to the education of their less enlightened sisters.

European Education.

35. There were at the close of 1906-07 72 secondary and primary schools for Europeans, including a night school at Jamalpur and three institutions which are unaided and submit no returns. The number of pupils on the rolls of the 69 institutions which submitted returns was 7,826. The total expenditure incurred was Rs. 17,77,291, of which Rs. 4,43,569 is returned as from Provincial Revenues, Rs. 7,65,544 from fees, and Rs. 5,66,213 from subscriptions and endowments. In 1901-02 the total cost of European schools was Rs. 11,67,077, of which public funds contributed Rs. 1,55,790.

36. The result of the Cambridge Local Examinations was very satisfactory, the success of the Diocesan Girls' School at Darjeeling calling for special mention. The results of the Code Examinations have, on the other hand, been extremely unsatisfactory for the last two years. If, as the Director suggests, these are examinations which nobody wants, and for which it is by no means easy to arrange, their abolition, which has been decided on, would appear to be a wise step.

Muhammadan Education.

37. At the close of the period under review, there were 184,355 Muhammadans under instruction in institutions of all kinds. This shows a satisfactory increase of 23·2 per cent. during the quinquennium.

38. It is unsatisfactory, however, to find that in the Calcutta Madrassa, the Principal Muhammadan educational institution in the Province, the Anglo-Persian Department has steadily declined in popularity; while though the numbers in the Arabic Department have increased, its reputation has not, in the Principal's opinion, been maintained. The question as to how the teaching at the Madrassa can be improved so as to constitute a training for public service as sound as a University course, but at the same time to give due prominence to those branches of study to which Muhammadans as a body attach importance, is now being considered by the Director in conference with leading representatives of that community. On a satisfactory solution of the problem involved the future progress of the Muhammadans of Bengal to a great extent depends. The development of the common room of the Madrassa into an institute for Moslems generally is a notable and interesting fact.

Physical and Moral Training.

39. No general scheme for the residence of school boys has yet been developed. The advantages of the hostel system are universally recognized; but its general adoption is not only a matter of great expense, but would also

place great and new responsibilities on the teaching staff. As regards the financial question, it seems to the Lieutenant-Governor that this is a direction in which the Education Department may very well look to assistance from wealthy members of the Indian community. His Honour notices with interest that Mr. Tipping, as Inspector of Schools in Orissa, introduced a system by which teachers of zilla schools are made responsible for the general welfare of specified batches of pupils. If this system works successfully, it will mark a very important advance as regards the *morale* of high schools.

40. Drill in most primary and secondary schools is described as an unqualified farce. Government has undertaken to contribute towards the salary of a physical director to be recruited from America by the Young Men's Christian Association of Calcutta. If this experiment proves a success, the question of recruiting one or more such officers for Government Service will be considered with a view to placing physical training on a more satisfactory footing throughout the province.

41. The standard of discipline, while no marked falling off is noted, still leaves much to be desired. The Director quotes as of general application the following remarks of Mr. Küchler about the schools of the Bhagalpur Division. "The state of discipline in the aided schools of this Division leaves much to be desired, and has indeed shown a tendency to deteriorate during the latter part of the period under review. Discipline in the sense that it is understood in English schools is, of course, unknown as yet in the privately managed schools of this Province, chiefly because the headmaster is possessed of little or no authority. His tenure of office depends, as he is well aware, entirely on the good will of the Managing Committee, and if he wishes to retain his position and to live in peace, he has at all costs to keep on good terms with the members as well as generally with the parents of the boys. As Indian parents have, unfortunately, not yet learnt the value of school discipline, and for the most part resent any punishment inflicted on their boys, it is obvious that a headmaster who is at the same time a disciplinarian occupies an almost impossible position. The schoolboys, too, are fully aware of the limited nature of the headmaster's powers, as on the rare occasions when he ventures to exercise his authority in the interests of discipline, his decisions are generally reversed by the Managing Committee. And yet the great majority of schoolboys in this Province are by nature so gentle, obedient, and tractable that till within recent times the general standard of behaviour has been fairly good, and such breaches of discipline as have occurred have been of an isolated character. The prominence, however, into which the schoolboy class has of late been brought by the flattering appeals made to it for assistance in semi-political movements has given the boys an exaggerated sense of their own importance and has, in the absence of the restraining force of discipline noted above, led them, in some cases, into excesses which are at variance with their true character." There can be question that the difficult position in which head masters are placed, by the failure of the majority of parents to recognize the value of discipline in training boys for the work of life, is one of the most serious obstacles to real progress in secondary schools.

Summary.

42. The five years under review has been a period of great activity and of development. In nearly every branch of education existing arrangements have been overhauled. Much has been done to place the staff generally on a satisfactory footing and further reforms in this respect are impending. If the actual improvement in Colleges and Schools has been small compared with what is required for real efficiency, old errors have been recognized, sounder ideals have been put forward, and the problems of the education question more distinctly delineated. Further advance is now, as the Director remarks, largely a question of funds. Expenditure from Provincial funds has increased largely in almost all branches of educational work during the period under review, and a number of valuable schemes involving further heavy expenditure are either already before Government or under preparation. It is beyond the power of Government to meet all, or nearly all

the demands thus made upon it; and the one hope of real progress seems to lie in the liberality of private persons. The Director in his report more than once calls attention to the large share of educational expenditure in England, which is met from endowments and private contributions. Unhappily this is far from being at present the case in India. The Lieutenant-Governor trusts that the munificent example set by the Hon'ble Maharaja Bahadur Sir Rameswar Singh, K.C.I.E., of Darbhanga, may be generally followed, and that liberal grants from members of the Indian community for the creation and endowment of educational institutions may become a marked feature of the development of education in this Province.

43. The Lieutenant-Governor desires warmly to acknowledge the whole-hearted zeal with which Mr. Earle has thrown himself into the work of the Education Department, and the ability and success with which he has controlled the Department during the period of nearly two years during which he has been Director of Public Instruction. His Honour's thanks are due to Mr. Hornell for the very complete and interesting account of the work of the past five years contained in the report under review.

By order of the Lieutenant-Governor of Bengal,

H. C. STREATFEILD,

Offg. Secretary to the Government of Bengal.

No. 1318.

COPY forwarded to the Director of Public Instruction, Bengal, for information.

Circular No. 4.

COPY forwarded to all Commissioners of Divisions, for information and communication to all Magistrates.

By order of the Lieutenant-Governor of Bengal,

W. S. MILNE,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 22nd February 1908.

B. S. Press—4-2-1908—2970—1295—J. A. C. M.

SPECIAL TABLES

FOR THE

QUINQUENNIUM 1902-03 TO 1906-07.

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SPECIAL TABLES

(General).

SPECIAL TABLES (GENERAL).

No. 1.

Schools for Indians and their pupils according to management.

Management.	1891-92.					1896-97.					1901-02.					1906-07.				
	Schools.		Pupils.			School.		Pupils.			Schools.		Pupils.			Schools.		Pupils.		
	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.	Males.	Females.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Public Management.																				
Government ...	230	1	14,674	134	14,808	206	1	15,494	192	15,686	90	1	14,104	175	14.279	290	8	18,811	657	19,468
Native States ...	...	...	...	...	...	...	...	...	...		893	12	13,645	653	14,298	423	10	8,541	439	8,980
Board ...	227	11	14,014	707	14,721	266	12	15,896	864	16,760	253	6	15,484	664	16,148	249	1	18,668	946	19,614
Total ...	457	12	28,688	841	29,529	472	13	31,390	1,056	32,446	1,236	19	43,233	1,492	44,725	962	19	46,020	2,042	48,062
Private Management.																				
Aided ...	28,037	1,196	7,09,511	40,734	7,50,245	27,221	1,579	7,72,459	47,618	820,077	24,670	1,291	7,39,505	49,246	7,88,751	28,468	2,775	8,68,018	94,059	9,62,077
Unaided ...	6,762	142	1,44,380	3,797	1,48,177	8,339	186	1,79,360	5,492	184,852	7,978	148	1,78,415	5,645	1,84,060	6,979	491	1,76,636	13,037	1,89,673
Total ...	34,835	1,338	8,53,891	44,531	8,98,422	35,560	1,765	9,51,819	53,110	10,04,929	32,648	1,439	9,17,920	54,891	9,72,811	35,447	3,266	10,44,654	1,07,096	11,51,750
Grand Total	35,292	1,350	8,82,519	45,372	9,27,951	36,032	1,778	9,83,209	54,166	10,37,375	33,884	1,458	9,61,153	56,383	10,17,536	36,409	3,285	10,90,674	1,09,138	11,99,812

No. 2.

Schools for Indians and their pupils by classes.

Classes.	1891-92.				1896-97.				1901-02.				1906-07.			
	Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.			Institutions.	Pupils.		
		Males.	Females.	Total.		Males.	Females.	Total.		Males	Females.	Total.		Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Public Schools.																
Secondary Boys ...	1,364	1,26,090	451	1,26,541	1,466	1,38,905	561	1,39,466	1,471	1,50,167	330	1,50,497	1,441	1,46,923	364	1,47,287
Girls ...	25	73	1,701	1,774	20	121	1,288	1,409	19	181	1,414	1,595	40	309	3,070	3,379
Primary ... Boys ...	33,721	7,42,860	20,816	7,63,676	34,395	8,23,111	27,046	8,50,157	32,024	7,91,434	27,103	8,18,537	33,954	9,07,222	46,233	9,53,455
Girls ...	1,318	1,085	30,587	31,672	1,753	1,336	39,306	40,642	1,430	1,378	35,219	36,597	3,218	2,173	70,215	72,388
Training ... Boys ...	152	1,226	33	1,259	106	1,110	53	1,163	19	568	44	612	119	1,703	52	1,755
Girls ...	10	8	292	300	9	10	422	432	9	16	472	488	18	11	280	291
Other Special. Boys ...	52	2,704	25	2,729	61	4,064	42	4,106	370	9,098	112	9,210	893	20,286	733	21,019
Girls ...	...		...	...	...	...	...	...	...	...	...	...	11	33	205	238
Total ...	36,642	8,74,046	53,905	9,27,951	37,810	9,68,657	68,718	10,37,375	35,342	9,52,842	64,694	10,17,536	39,694	10,78,660	1,21,152	11,99,812
Private Schools.																
Arabic or Persian. Boys ...	989	10,248	112	10,360	948	8,962	201	9,163	934	10,641	129	10,770	844	9,836	268	10,104
Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit ... Boys ...	1,145	13,077	1	13,078	1,227	12,718	...	12,718	871	7,568	...	7,568	725	6,289	...	6,289
Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Koran ... Boys ...	391	5,410	602	6,012	473	5,333	480	5,813	503	6,111	399	6,510	373	5,124	321	5,445
Girls ...	4	...	86	86	10	11	142	153	15	24	175	199	17	27	254	281
Elementary Boys ...	3,529	23,428	237	23,665	3,388	25,129	250	25,379	3,501	31,153	350	31,503	2,565	23,892	692	24,584
Girls ...	14	...	102	102	6	...	101	101	8	...	138	138	5	...	55	55
Miscellaneous. Boys ...	177	1,663	40	1,703	227	2,324	18	2,342	89	2,091	33	2,124	243	5,937	95	6,032
Girls ...	6	...	202	202	7	5	272	277	10	24	353	377	14	5	1,229	1,234
Total ...	6,255	53,826	1,382	55,208	6,286	54,482	1,464	55,946	5,931	57,612	1,577	59,189	4,786	51,110	2,914	54,024
Grand Total ...	42,897	9,27,872	55,287	9,83,159	44,096	10,23,139	70,182	10,93,321	41,273	10,10,454	66,271	10,76,725	44,480	11,29,770	1,24,066	12,53,836

No. 3.

Literacy of the total population.

	Number of literates per 1,000.	Number of literates in English per 10,000.
Males	... 107	100·3
Females	... 7·7	5·5

No. 4.

Scholarships in Arts and Professional Colleges.

	1896-97.	1901-02.	1906-07.	Remarks.
Number of scholarships ...	538	505	544	
Expenditure on account of scholarships.	82,394	99,575	1,15,016*	* Including Rs. 13,485, (Rs. 10,406 + Rs. 639 + Rs. 2,440 Eastern Bengal and Assam Government, Rs. 3,123 Burma Government and Rs. 420 Central Provinces Government School.

No. 5.

Secondary Schools for Indian Boys.

	SECONDARY ENGLISH.														SECONDARY VERNACULAR.						
	HIGH SCHOOLS.							MIDDLE ENGLISH SCHOOLS.							MIDDLE VERNACULAR SCHOOLS.						
	Public Management.				Private Management.			Public Management.				Private Management.			Public Management.				Private Management.		
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1906-07.																					
Institutions ...	38	3	2	43	182	165	347	3	32	16	51	487	104	591	18	105	4	127	246	36	282
Pupils ... Males ...	9,346	1,156	413	10,915	29,827	37,707	67,534	268	2,530	1,316	4,114	33,704	6,469	40,173	1,257	6,654	207	8,118	13,828	2,241	16,069
Females	...	...	...	...	2	2	4	...	25	10	35	132	30	162	1	27	...	28	121	14	135
1901-02.																					
Institutions ...	36	4	2	42	169	149	318	2	20	13	35	410	145	555	17	111	8	136	328	57	385
Pupils ... Males ...	10,097	1,694	313	12,104	30,093	36,284	66,377	307	1,691	916	2,914	29,635	9,453	39,088	1,146	5,700	421	7,267	18,864	3,503	22,367
Females	...	...	...	...	6	3	9	...	3	2	5	73	30	103	...	17	1	18	184	11	195
1896-97.																					
Institutions ...	35	4	...	39	136	120	256	4	13	...	17	417	154	571	35	105	...	140	363	80	443
Pupils ... Males ...	9,556	1,390	...	10,946	21,207	29,598	50,805	517	974	...	1,491	30,470	9,938	40,408	2,199	6,186	...	8,385	22,100	4,880	26,980
Females	...	...	...	...	...	2	2	...	1	...	1	118	53	171	81	5	...	6	226	44	270
1891-92.																					
Institutions ...	36	6	...	42	134	103	237	4	16	...	20	371	112	483	28	108	...	136	386	60	446
Pupils ... Males ...	9,907	1,585	...	11,492	20,200	26,015	46,215	725	1,211	...	1,936	24,360	7,301	31,661	1,807	5,852	...	7,659	23,502	3,484	26,986
Females	...	...	...	...	4	...	4	...	2	...	2	53	45	98	...	42	...	42	207	19	226

No. 6.

Average annual cost of a Secondary (English and Vernacular) School and that of a Primary School, for Indian Boys.

		1891-92.	1896-97.	1901-02.	1906-07.
English Secondary Schools.					
Total expenditure ...	Rs.	16,41,396	18,05,008	20,06,626	23,30,763
Number of schools ...	No.	782	884	951	1,032
Average cost	Rs.	2,098·97	2,041·86	2,110·01	2,258·49
Vernacular Secondary Schools.					
Total expenditure ...	Rs.	2,65,386	2,69,423	2,40,692	2,12,342
Number of schools ...	No.	582	583	521	409
Average cost	Rs.	455·98	462·13	461·98	541·17
Primary Schools.					
Total expenditure ...	Rs.	17,59,429	20,21,115	20,99,976	25,50,768
Number of schools ...	No	33,967	34,694	32,234	33,954
Average cost	Rs.	51·79	58·25	65·14	75·12

No. 7.

Range of pay of Teachers in different classes of Schools for Indians.

	Grade and class of schools.	Range of pay. Rs.	Rs.
1.	Best High schools under public management ...	350	15
2.	Ditto ditto private ditto ...	200	7
3.	Best Middle schools under public ditto ...	50	4
4.	Ditto ditto private ditto ...	100	3
5.	Best Primary schools under public ditto ...	18	4
6.	Ditto ditto private ditto ...	50	5

N.B.—The highest figures have been returned by the Missionary Schools in Chota Nagpur.

No. 8.

Boys in different Divisions of the Secondary stage in Secondary Schools for Indians.

Stage.	1896-97.	1901-02.	1906-07.
High stage	20,628	23,046	32,965
Middle „	24,844	28,368	27,703
Total ..	45,472	51,414	60,668
Middle Vernacular stage	5,495	5,180	3,741
Grand Total ...	50,967	56,594	64,409

No. 9.

Expenditure on Secondary Schools for Indian Boys.

Class of institutions.	Public Funds.					Private.			
	Provincial.	District Board.	Municipal.	Native States.	Total.	Fees.	Other sources.	Total.	Grand Total
1	2	3	4	5	6	7	8	9	10
1896-97.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High ...	1,98,081	2,808	8,742	...	2,09,631	8,85,623	2,39,823	11,25,446	13,35,077
Middle English ...	36,657	73,548	4,948	...	1,15,153	1,90,729	1,62,074	3,52,803	4,67,956
Middle Vernacular	32,690	60,180	6,009	...	98,879	1,03,023	67,451	1,70,544	2,69,423
Total ...	**2,67,428**	**1,36,536**	**19,699**	...	**4,23,663**	**11,79,445**	**4,69,348**	**16,48,793**	**20,72,456**
1901-02.									
High ...	1,98,210	5,647	5,894	6,653	2,16,404	10,90,900	2,32,847	13,23,747	15,40,151
Middle English ...	22,388	76,212	4,044	10,471	1,13,115	1,99,654	1,51,317	3,50,971	4,64,086
Middle Vernacular	21,623	59,940	3,227	2,827	87,617	96,225	56,850	1,53,075	2,40,692
Total ...	**2,42,221**	**1,41,799**	**13,165**	**19,951**	**4,17,136**	**13,86,779**	**4,41,014**	**18,27,793**	**22,44,929**
1906-07.									
High ...	3,04,074	2,967	6,419	7,634	3,21,094	11,69,306	3,05,941	14,75,247	17,96,341
Middle English ...	29,681	95,724	6,749	14,442	1,46,596	2,26,409	1,61,417	3,87,826	5,34,422
Middle Vernacular	22,776	62,655	3,601	1,581	90,613	74,350	47,379	1,21,729	2,12,342
Total ...	**3,56,531**	**1,61,346**	**16,769**	**23,657**	**5,58,303**	**14,70,065**	**5,14,737**	**19,84,802**	**25,43,105**

No. 10.

Expenditure on Scholarships in Secondary and Primary Schools for Indians.

Years.	Secondary Schools.				Primary Schools.			
	Expenditure.				Expenditure.			
	Number of scholarships.	Public sources.	Private sources.	Total.	Number of scholarships.	Public sources.	Private sources.	Total.
1	2	3	4	5	6	7	8	9
1906-07.		Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
Boys ...	756	59,271	2,818	62,089	820	18,444	...	18,444
Girls ...	51	1,012	52	1,064	62	1,202	86	1,288
Total ...	**807**	**60,283**	**2,870**	**63,153**	**882**	**19,646**	**86**	**19,732**
1901-02.								
Boys ...	553	52,335	1,941	54,276	559	10,019	24	10,043
Girls ...	22	560	...	560	65	836	70	906
Total ...	**575**	**52,895**	**1,941**	**54,836**	**624**	**10,855**	**94**	**10,949**

No. 11.

PRIMARY SCHOOLS FOR INDIAN BOYS.

The number of towns and villages in Bengal is

	UPPER PRIMARY.							LOWER PRIMARY.							GRAND TOTAL.
	PUBLIC MANAGEMENT.				PRIVATE.			PUBLIC MANAGEMENT.				PRIVATE MANAGEMENT.			
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1906-07.															
Institutions—	99	97	3	199	2,655	54	2,709	2	5	387	394	24,300	6,352	30,652	33,954
Pupils ... Males ...	4,209	7,744	107	12,060	1,18,051	2,534	1,20,585	27	400	6,354	6,781	6,46,805	1,20,991	7,67,796	9,07,222
Pupils ... Females ...	7	832	...	839	3,566	75	3,641	2	29	232	263	35,763	5,727	41,490	46,237
1901-02.															
Institutions—	6	94	62	162	2,332	64	2,396	3	...	798	801	21,272	7,393	28,665	32,024
Pupils ... Males ...	190	5,147	2,236	7,573	99,613	2,391	1,02,004	38	...	9,628	9,666	5,49,874	1,22,317	6,72,191	7,91,434
Pupils ... Females ...	...	217	69	286	2,553	53	2,606	9	...	280	289	20,623	3,299	23,922	27,103
1896-97.															
Institutions—	11	48	...	59	2,191	111	2,302	13	...	...	13	24,175	7,846	32,021	34,395
Pupils ... Males ...	369	2,853	...	3,222	89,925	3,892	93,817	389	...	...	389	5,97,933	1,27,753	7,25,686	8,23,114
Pupils ... Females ...	6	73	...	79	2,531	97	2,628	7	...	...	7	21,222	3,110	24,332	27,046
1891-92.															
Institutions—	7	28	...	35	2,072	153	2,225	...	...	...	...	25,156	6,305	31,461	33,721
Pupils ... Males ...	196	1,410	...	1,606	77,349	5,252	82,601	...	...	...	...	5,59,093	99,550	6,58,643	7,42,850
Pupils ... Females ...	2	7	...	9	2,021	99	2,120	...	...	...	...	16,579	2,118	18,697	20,826

No. 12.

Primary Examinations for Indian Boys.

Name of Examination.	Pupils.	Candidates.		Passed.		Number of pupils per public candidate.	Percentage of passes of public candidates.
		Public students.	Private students.	Public students.	Private students.		
1	2	3	4	5	6	7	8
1906-07.							
Standard VI ...	20,046	10,633	...	8,044	...	1·88	75·83
Standard IV ...	31,769	19,082	...	13,979	...	1·66	73·25
Standard II ...	1,83,524	56,259	...	39,373	...	3·26	69·98
1901-02.							
Standard VI ...	19,907	3,132	457	2,060	246	6·35	65·77
Standard IV ...	28,496	6,017	160	3,223	58	4·73	53·56
Standard II ...	1,77,296	42,328	212	28,962	181	4·18	68·42

No. 13.

Pupils in the Primary Stage in Primary and Secondary Schools for Indian Boys.

Stage.	Public Institutions.					Private Institutions.			Grand Total.
	Government.	District Board.	Municipal.	Native States.	Total.	Aided.	Unaided.	Total.	
1	2	3	4	5	6	7	8	9	10
1891-92.									
Stage A ...	2,381	2,267	569	...	5,217	34,367	9,493	43,860	49,077
„ B ...	2,099	4,291	478	...	6,868	4,32,009	63,540	4,95,549	5,02.417
„ C ...	386	3,561	98	...	4,045	2,29,433	51,303	2,80,736	2,84,781
Total ...	**4,866**	**10,119**	**1,145**	**...**	**16,130**	**6,95,809**	**1,24,336**	**8,20,145**	**8,36,275**
1896-97.									
Stage A ...	2,765	1,644	279	...	4,688	34 139	10,790	44,929	49,617
„ B ...	2,502	2,860	502	...	5,864	5,12,954	89,125	6,02,079	6,07,943
„ C ...	785	780	203	...	1,768	2,12,569	58,135	2,70,704	2,72,472
Total ...	**6.052**	**5,284**	**984**	**...**	**12,320**	**7,59,662**	**1,58,050**	**9,17,712**	**9,30,032**
1901-02.									
Stage A ...	2,400	2,506	291	760	5,957	40,655	11,890	52,545	58,502
„ B ...	1,528	6,538	477	8,613	17,156	4,99,306	85,926	5,85,232	6,02,388
„ C ...	350	3,631	172	4,141	8,294	1,85,164	55,903	2,41,067	2,49,361
Total ...	**4,278**	**12,675**	**940**	**13,514**	**31,407**	**7,25,125**	**1,53,719**	**8,78,844**	**9,10,251**
1906-07.									
Stage A ...	2,815	4,072	267	589	7,743	40,236	11,022	51,258	59,001
„ B ...	3,681	8,972	612	4,179	17,444	5,10,296	76,988	5,87,284	6,04,728
„ C ...	1,167	2,720	143	3,381	7,411	2,02,996	62,207	3,65,203	3,72,614
Total ...	**7,663**	**15,764**	**1,022**	**8,149**	**32,598**	**8,53,528**	**1,50,217**	**10,03,745**	**10,36,343**

Stage A=Upper Primary stage.
„ B=Lowe rPrimary „ (reading printed books).
„ C= „ „ „ (not reading printed books).

No. 14.

Expenditure on Primary Schools for Indian Boys.

Class of Institution.	Public Funds.					Private Funds.			Grand Total.	Average annual cost of—	
	Provincial.	District Board.	Municipal.	Native States.	Total.	Fees.	Other sources.	Total.		A School.	Educating pupil.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1891-92.											
Upper Primary Schools.	37,624	86,174	4,679	...	1,28,477	1,11,950	43,988	1,55,938	2,84,415	125·8	3 2
Lower Primary Schools.	82,189	2,07,558	10,364	...	3,00,111	10,32,003	2,02,395	12,34,398	15,34,509	48·8	2·2
Total ...	1,19,8 (	**2,93,732**	**15,043**	...	**4,28,588**	**11,43,953**	**2,46,383**	**13,90,336**	**18,18,924**	**53·9**	**2·3**
1896-97.											
Upper Primary Schools.	33,446	93,186	14,658	...	1,41,290	1,34,673	44,428	1,79,101	3,20,391	135·7	3·2
Lower Primary Schools.	1,02,013	2,43,131	31,313	...	3,76,457	10,82,859	2,30,406	13,13,265	16,89,722	52·7	2·2
Total ...	**1,35,459**	**3,36,317**	**45,971**	...	**5,17,747**	**12,17,532**	**2,74,834**	**14,92,366**	**20,10,113**	**58·4**	**2·3**
1901-02.											
Upper Primary Schools.	25,790	1,09,414	14,400	5,477	1,55,121	1,62,619	49,965	2,12,584	3,67,705	143·7	3·2
Lower Primary Schools.	61,277	2,81,561	32,071	6,080	3,80,989	10,97,647	2,42,003	13,39,650	17,20,639	58·4	2·4
Total ...	**87,067**	**3,90,975**	**46,511**	**11,557**	**5,36,110**	**12,60,266**	**2,91,968**	**15,52,234**	**20,88,344**	**65·2**	
1906-07.											
Upper Primary Schools.	62,295	1,69,339	17,646	8,360	2,57,640	1,95,972	63,729	2,59,701	5,17,341	177·9	3·7
Lower Primary Schools.	96,262	4,82,613	45,692	12,542	6,37,109	11,46,875	2,49,443	13,96,318	20,33,427	65·5	2·4
Total ...	**1,58,557**	**6,51,952**	**63,338**	**20,902**	**8,94,749**	**13,42,847**	**3,13,172**	**16,56,019**	**25,50,768**	...	**2·7**

No. 15

Training Schools for Indian Masters and Mistresses.

Management.		1901-02.					1906-07.				
		Number of Schools.	Pupils.		Candidates.	Passed.	Number of Schools.	Pupils.		Candidates.	Passed.
			Males.	Females.				Males.	Females.		
1		2	3	4	5	6	7	8	9	10	11
Training Schools for Teachers of Secondary English Schools.											
State ...	Male ...	3	14	...	18	11	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Mission ...	Male ...	...	...	...	...	...	1	48	...	4	4
	Female ...	...	...	...	...	...	...	...	...	...	...
Total ...		3	14	...	18	11	1	48	...	4	4
Training Schools for Teachers of Secondary Vernacular Schools.											
State ...	Male ...	5	304	...	286	211	7	474	...	417	188
	Female ...	...	...	...	...	...	...	...	...	...	...
Total ...		5	304	...	286	211	7	474	...	417	188
Training Schools for Teachers of Primary Schools.											
State ...	Male ...	4	55	...	42	31	105	1,001	...	498	421
	Female ...	...	...	...	...	...	...	...	...	...	...
Mission ...	Male ...	6	167	44	28	10	6	180	52	50	45
	Female ...	6	14	353	...	...	12	11	247	45	31
Other private managed.	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	6	...	33	...	...
Total ...		16	236	397	70	41	129	1,192	332	593	497
Grand Total ...		24	554	397	374	263	137	1,714	332	1,014	689

No. 16.

Expenditure in Training Schools for Indian Masters and Mistresses.

Management.	1901-02.						1906-07.					
	Training Schools for Masters.			Training Schools for Mistresses.			Training Schools for Masters.			Training Schools for Mistresses.		
	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.	Higher grade.	Lower grade (including Guru Training Schools).	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
Provincial Revenues.	44,580	6,369	50,949	...	11,670	11,670	65,913	78,783	1,44,696	...	18,554	18,554
District Funds	...	373	373	...	...	...	165	1,166	1,331	...	64	64
Municipal ,, ...	...	...	...	...	...	...	...	...	...	...	...	...
Fees ...	144	8	152	...	4,152	4,152	29	4,324	4,353	...	3,189	3,189
Other sources ...	4,924	6,783	11,707	...	29,327	29,327	21	9,686	9,707	...	10,665	10,665
Total ...	**49,648**	**13,533**	**63,181**	...	**45,149**	**45,149**	**66,128**	**93,959**	**1,60,087**	...	**32,472**	**32,472**
Average cost of educating a pupil.	156·1	50·9	108·2	...	123·0	123·0	126·7	76·2	91·2	...	111·6	111·6

No. 17.

Number of Law classes and their pupils.

Year.	Government.	Board.	Aided.	Unaided.	Total.
1	2	3	4	5	6
1901-02.					
Institutions	4	1	...	7	12
Pupils	67	16	...	964	1,047
Candidates	45	4	...	458	507
Passed	17	1	...	186	204
1906-07.					
Institutions	4	1	...	7	12
Pupils	47	18	...	1,272	1,207
Candidates	33	1	...	435	469
Passed	14	1	...	214	229

No. 18.

Expenditure on Law classes.

Year.	Provincial Revenues.	District Board.	Municipal Board.	Native State.	Fees.	Endowments, etc.	Total.
1	2	3	4	5	6	7	8
					Rs.	Rs.	Rs.
1901-02 ...	...	...	...	...	36,823	665	37,488
1906-07 ...	...	...	...	...	42,541	600	43,141

No. 19.

Industrial Schools for Indians and their Pupils.

Year.	Government.	District Board.	Municipal Board.	Native States.	Aided.	Unaided.	Total.
1	2	3	4	5	6	7	8
1901-02.							
Institutions ...	1	1	...	...	16	3	21
Pupils	50	30	...	...	347	74	501
1906-07.							
Institutions ...	1	7	...	...	38	6	52
Pupils	77	170	...	...	917	111	1,275

No. 20.

Expenditure on Industrial Schools for Indians.

Year.	Provincial Revenues.	District Board.	Municipal Board.	Native States.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.		Rs.		Rs.
1901-02 ...	2,974	3,208	459	...	625	13,064	20,330
1906-07 ...	12,231	9,655	364	...	3,034	30,913	56,197

No. 21.

Schools for Indian Girls and their Pupils.

Management.	Secondary.			Primary.			Training.			Other Special.		
	Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.		Institutions.	Pupils.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.		Boys.	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97.												
Public Management.												
Government...	1	...	138	...	...	...	...	...	...	...	...	...
Board ...	1	...	52	11	...	465	...	...	...	...	...	...
Native States	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	...	190	11	...	465	...	...	...	...	...	...
Private Management.												
Aided ...	17	121	1,064	1,557	1,198	35,359	...	...	...	...	...	...
Unaided ...	1	...	34	185	138	3,482	9	10	422	...	...	...
Total ...	18	121	1,098	1,742	1,336	38,841	9	10	422	...	...	...
1901-02.												
Public Management.												
Government...	1	...	137	...	...	...	...	...	...	...	...	...
Board ...	...	...	...	6	...	397	...	...	...	...	...	...
Native States	...	...	...	12	2	301	...	...	...	...	...	...
Total ..	1	...	137	18	2	698	...	...	..	...	...	...
Private Management.												
Aided ...	17	181	1,251	1,266	1,302	31,653	8	14	463	...	...	...
Unaided ...	1	...	26	146	74	2,868	1	...	11	...	...	...
Total .	18	181	1,277	1,412	1,376	34,521	9	14	474	...	...	...
1906-07.												
Public Management.												
Government...	1	...	182	7	...	448	...	...	...	...	...	...
Board ...	...	...	...	1	...	47	...	...	...	...	...	...
Native States	...	...	...	10	12	197	...	...	...	...	...	...
Total ...	1	...	182	18	12	692	...	...	...	...	...	...
Private Management.												
Aided ...	36	309	2,734	2,713	1,992	61,507	17	11	245	12	33	244
Unaided ...	3	...	154	487	169	8,016	1	...	35	...	...	...
Total ...	39	309	2,888	3,200	2,161	69,523	18	11	280	12	33	244

No. 22.

Expenditure on Schools for Indian Girls.

Names of Schools.	Provincial Revenues.	District Board and Municipal Funds.	Native States.	Fees.	Private sources.	Total.	Total number of schools.	Average monthly attendance.
1	2	3	4	5	6	7	8	9
1896-97.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Secondary ...	31,027	933	...	10,440	30,528	72,928	20	983
Primary ...	49,920	28,975	...	18,087	1,37,220	2,34,193	1,753	32,378
Training ...	8,332	...	...	4,856	25,085	38,273	9	427
Other special ...	...	...	...	...	...	...	...	...
Total ...	**89,279**	**29,908**	...	**33,383**	**1,92,833**	**3,45,394**	**1,782**	**33,788**
1901-02.								
Secondary ...	31,633	603	...	13,805	40,933	86,974	19	1,283
Primary ...	39,845	29,284	2,022	14,567	1,31,493	2,17,211	1,430	30,994
Training ...	11,670	...	...	4,152	29,327	45,149	9	479
Other special ...	...	...	...	...	...	...	...	...
Total ...	**83,148**	**29,887**	**2,022**	**32,524**	**2,01,753**	**3,49,334**	**1,458**	**32,756**
1906-07.								
Secondary ...	67,285	1,484	...	29,817	74,776	1,73,362	40	2,979
Primary ...	82,056	82,419	3,984	15,539	1,16,839	3,00,837	3,218	60,787
Training ...	18,554	64	...	3,189	10,665	32,472	18	237
Other special ...	2,035	50	...	32	8,569	10,686	12	257
Total ...	**1,69,930**	**84,017**	**3,984**	**48,577**	**2,10,849**	**5,17,357**	**3,288**	**64,260**

No. 23.

Eaminations for Indian Girls.

Examination.	1901-1902.		1906-1907.	
	Candidates.	Passed.	Candidates.	Passed.
1	2	3	4	5
Matriculation	13	8	26	17
Middle English, Standard VI ...	1	1	37	33
Middle Vernacular, Standard VI	118	88	73	56
Upper Primary, Standard IV ...	344	233	316	271
Lower Primary, Standard II ...	1,243	992	1,466	1,174

No. 24.

Stages of instruction for Indian Girls.

Years.	High.	Middle.	Total.	Upper Primary.	Reading printed books.	Not reading printed books.	Total.	Grand Total.
1	2	3	4	5	6	7	8	9
1896-97 ...	124	168	292	1,012	36,881	26,254	64,147	64,439
1901-02 ...	143	233	376	854	36,048	22,827	59,729	60,105
1906-07 ...	143	372	515	1,603	55,897	61,867	1,19,367	1,19,882

No. 25.

Pupils in Secondary and Primary Schools for Indian Girls by race or creed.

Year.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1	2	3	4	5	6	7
1896-97 ...	7	3,259	35,239	2,173	991	41,669
1901-02 ...	2	3,986	32,140	1,214	753	38,095
1906-07 ...	6	5,229	63,993	5,939	600	75,767

No. 26.

Scholarships for Medical Students, 1906-07.

Name of Institution.	Number of scholarship-holders.	Aggregate monthly value of scholarships.
1	2	3
		Rs.
1. Medical College, Calcutta	52	9,505
2. Campbell Medical School, Calcutta, ...	73	530
3. Medical School, Cuttack	23	158
4. Temple Medical School, Patna	82	702

No. 27.

Muhammadan Pupils under instruction in all classes of schools for Indians.

Institutions.	1886-87.	1891-92.	1896-97.	1901-02.	1906-07.
1	2	3	4	5	6
Public Institutions.					
Secondary ...	10,695	12,425	14,122	15,252	14,089
Primary ...	1,05,187	1,03,849	1,22,931	1,13,200	1,42,780
Special ...	457	1,138	1,814	1,726	9,964
Total ...	**1,16,339**	**1,17,412**	**1,38,867**	**1,30,178**	**1,66,833**
Private Institutions	4,896	17,581	17,259	19,116	17,062
Grand Total ..	1,21,235	1,34,993	1,56,126	1,49,294	1,83,895

No. 28.

Successful Muhammadan Candidates in Public Examinations.

YEARS.	M.A.	B.A.	F.A.	Entrance.	MIDDLE		Upper Primary.	Lower Primary.
					English.	Vernacular.		
1	2	3	4	5	6	7	8	9
1901-02 ...	1	14	35	104	(a)34	77	309	3,710
1906-07 ...	5	10	54	123	771*		(a) 1,381	5,079

* Separate figures are not available.
(a) Shew the results of the annual examinations in the different Standards—VI, IV, I.

No. 29.

Boarding houses for Indians and their inmates.

MANAGEMENT.	1901-02.						1906-07.					
	Number of boarding houses.	Inmates belonging to—					Number of boarding houses.	Inmates belonging to—				
		Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total.		Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Government ... Males ...	25	314	408	4	510	1,236	28	272	433	6	587	1,298
Females ...	2	9	22	...	19	50	2	7	21	10	12	50
Native States ... Males ...	2	...	47	...	...	47	5	...	79	16	8	103
Females ...	...	...	...	...	...	...	...	...	...	...	...	...
Board ... Males ...	5	...	115	55	...	170	6	...	217	71	17	305
Females ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ... Males ...	34	15	314	35	102	466	39	91	476	201	222	990
Females ...	8	34	209	107	36	386	17	2	276	455	229	962
Unaided ... Males ...	120	65	2,034	894	372	3,365	248	31	3,178	1,775	822	5,806
Females ...	23	...	71	741	132	944	28	...	278	1,195	52	1,524
Total ...	219	437	3,220	1,836	1,171	6,664	373	403	4,958	3,729	1,949	11,039

No. 30.

Expenditure on Boarding-houses for Indians.

SOURCES.	1901-02.	1906-07.
1	2	3
	Rs,	Rs.
Provincial Revenues ...	16.038	32,019
Native States	160	154
District and Municipal Funds	.....	1,303
Fees	1,22,806	1,80,010
Subscriptions and endowments	81,029	1,97,317
Total ...	2,20,033	4,10,803

No. 31.

Expenditure on all classes of Institutions for Indians.

No.

Expenditure on all

Sources	Direct				
	Secondary Schools.	Primary Schools.	Training Schools.	Other Special Schools.	Total.
1891-92.					
Public.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues ...	2,71,784	1,76,609	60,236	43,568	5,52,197
District Funds ...	1,46,223	3,07,439	990	491	4,55,148
Municipal Funds ...	35,443	22,971	...	1,221	59,635
Native States ...	...	...	...	...	...
Total ...	4,53,450	5,07,019	61,226	45,280	10,66,975
Private.					
Fees	10,75,745	11,56,009	3,280	13,705	22,48,739
Other sources ...	5,00,750	3,88,224	27,785	27,718	9,44,477
Total ...	15,76,495	15,44,233	31,065	41,423	31,93,216
Grand Total ...	20,29,945	20,51,252	92,291	86,703	42,60,191
1896-97.					
Public.					
Provincial Revenues ...	2,98,455	1,85,379	70,655	1,46,902	7,01,391
District Funds ...	1,36,536	3,56,992	487	4,495	4,98,510
Municipal Funds ...	20,632	54,024	...	1,900	76,556
Native States ...	...	...	...	...	...
Total ...	4,55,623	5,96,395	71,142	1,53,297	12,76,457
Private.					
Fees	11,89,885	12,35,610	5,806	38,307	24,69,608
Other sources ...	4,99,876	4,12,125	41,404	32,179	9,85,584
Total ...	16,89,761	16,47,735	47,210	70,486	34,55,192
Grand Total ...	21,45,384	22,44,130	1,18,352	2,23,783	47,31,649
1901-02.					
Public.					
Provincial Revenues ...	2,73,854	1,26,912	62,619	1,96,193	6,59,578
District Funds ...	1,41,799	4,13,459	373	4,404	5,60,035
Municipal Funds ...	13,768	53,311	...	3,317	70,396
Native States ...	19,951	13,579	...	3,688	37,218
Total ...	4,49,372	6,07,261	62,992	2,07,602	13,27,227
Private.					
Fees	14,00,584	12,74,833	4,304	38,475	27,18,196
Other sources ...	4,81,947	4,23,461	41,034	1,06,714	10,53,153
Total ...	18,82,531	16,98,294	45,338	1,45,189	37,71,352
Grand Total ...	23,31,903	23,05,555	1,08,330	3,52,791	50,98,579
1906-07.					
Public.					
Provincial Revenues ...	4,23,816	2,40,613	1,63,250	2,86,699	11,14,348
District Funds ...	1,61,556	7,22,071	1,395	12,522	8,97,574
Municipal Funds ...	18,043	75,638	...	5,269	98,958
Native States ...	23,657	24,886	104	4,351	52,990
Total ...	6,27,072	10,63,208	1,64,749	3,08,841	21,63,870
Private.					
Fees	14,99,882	13,58,386	7,542	85,671	29,51,481
Other sources ...	5,89,513	4,30,011	20,268	1,52,622	11,92,414
Total ...	20,89,395	17,88,397	27,810	2,33,293	41,43,895
Grand Total ...	27,16,467	28,51,605	1,92,559	5,47,134	63,07,765

31.

classes of Institutions for Indians.

Indirect.						
Building.	Furniture.	Inspection.	Scholarships.*	Miscellaneous.	Total.	Grand Total.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
24,478	3,026	2,40,683	48,270	30,429	3,46,886	8,99,083
1,527	1,059	1,42,677	13,110	54,21	2,12,590	6,67,733
1,434	145	384	11	2,736	4,710	64,345
...	...	...	...	...	...	...
27,439	**4,230**	**3,83,744**	**61,391**	**87,382**	**5,64,186**	**16,31,161**
214	....	...	..	5,883	6,097	22,54,836
17,600	512	3,590	3,457	12,703	37,862	9,82,339
17,814	**512**	**3,590**	**3,457**	**18,586**	**43,959**	**32,37,175**
45,253	**4,742**	**3,87,334**	**64,848**	**1,05,968**	**6,08,145**	**48,68,336**
17,717	2,946	2,49,783	55,220	44,610	3,70,276	10,71,667
1,957	888	1,69,892	89,190	51,371	2,43,288	7,41,798
1,865	493	1,879	869	5,087	10,193	86,749
...	...	...	...	...	...	...
21,539	**4,327**	**4,21,554**	**75,269**	**1,01,068**	**6,23,757**	**19,00,214**
299	...	...	...	78,396	78,695	25,48,303
43,081	2,202	3,733	2,521	1,00,773	1,52,310	11,37,894
43,330	**2,202**	**3,733**	**2,521**	**1,79,169**	**2,31,005**	**36,86,197**
64,919	**6,529**	**4,25,287**	**77,790**	**2,80,237**	**8,54,762**	**55,86,411**
26,534	5,632	2,28,650	46,288	29,628	3,36,732	9,96,310
3,862	2,597	1,95,181	20,764	43,258	2,65,662	8,25,697
2,916	377	2,798	452	3,878	10,421	80,817
4,044	602	4,202	3,033	697	12,578	49,796
37,356	**9,208**	**4,30,831**	**70,537**	**77,461**	**6,25,393**	**19,52,620**
2,092	369	...	...	1,36,932	1,39,393	28,57,589
1,22,634	12,757	204	3,629	84,609	2,23,833	12,76,989
1,24,726	**13,126**	**204**	**3,629**	**2,21,541**	**3,63,226**	**41,34,578**
1,62,082	**22,334**	**4,31,031**	**74,166**	**2,99,002**	**9,88,619**	**60,87,198**
5,03,688	29,467	4,55,331	1,35,010	47,961	11,71,457	22,85,835
11,771	7,518	86,184	38,404	50,589	1,94,466	10,92,010
6,213	1,303	3,305	779	6,542	18,142	1,17,092
24,438	1,136	7,814	3,639	3,574	40,601	93,599
5,46,110	**39,424**	**5,52,634**	**1,77,832**	**1,08,666**	**14,24,666**	**35,88,536**
...	6	...	...	1,82,421	1,82,427	31,33,908
1,24,351	7,349	671	25,982	2,02,394	3,60,747	15,53,161
1,24,351	**7,355**	**671**	**25,982**	**3,84,815**	**5,43,174**	**46,87,069**
6,70,461	**46,779**	**5,53,305**	**2,03,814**	**4,93,481**	**19,67,840**	**82,75,605**

* Includes figures for colleges also.

No. 32.

Zanana Education.

Year.	Zanana Education by Central Gatherings.				House to House Visitation.				Remarks.
	Teachers.	Pupils.	Expenditure.		Teachers.	Pupils.	Expenditure.		
			Public sources.	Private sources.			Public sources.	Private sources.	
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.			Rs.	Rs.	
1902-03 ...	...	...	...	...	27	357	980	1,998	
1903-04 ...	8	79	1,150	903	31	580	3,657	2,745	
1904-05 ...	9	97	1,528	830	30	594	4,774	2,639	
1905-06 ...	10	98	2,261	974	46	903	5,369	2,786	
1906-07 ...	12	191	2,604	1,189	51	1,057	8,432	2,760	

SPECIAL TABLES

(Particular).

SPECIAL TABLES (PARTICULAR).

No. 1.

Inspecting Staff.

Year.	Inspectors.	Inspectresses.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Assistant Sub-Inspectors.	Inspecting Pandits.
1901-02	6	1	5	36	157	...	361
1906-07	6	1	5	45	234	33	...

No. 2.

Expenditure on Direction and Inspection.

Year.	Provincial Revenues.	District Funds.	Municipal Funds.	Other sources.	Total.
1901-02	3,24,234	1,98,572	2,798	4,393	5,29,997
1906-07	5,85,419	86,184	3,305	8,485	6,83,393

No. 3.

Arts Colleges (English).

Province.	1896-97.	1901-02.	1906-07.
Bengal	32	35	34

No. 4.

Arts Colleges (English) by Management, 1906-07.

Province.	Public management.				Private management.			Grand Total.
	Government.	Board.	Native State.	Total.	Aided.	Unaided.	Total.	
Bengal ...	8	2	...	10	6	18	24	34

No. 5.

Arts Colleges (English) by Management and Periods.

Management.	1896-97.	1901-02.	1906-07.
Public management—			
Government	8	8	8
Board	1	1	2
Native States	.....	.....	.....
Total Public Management ...	9	9	10
Private Management—			
Aided	7	7	6
Unaided	16	19	18
Total Private Management ...	23	26	24
Grand Total ...	32	35	34

No. 6.

Intermediate or First Arts Examination.

Province.	Year.	Candidates.			Passes.			Percentage of passes.		
		Public.	Private*	Total.	Public	Private.*	Total.	Public.	Private.*	Total.
Bengal ...	1906-07	1,838	46	1,884	756	13	769	41·4	28·3	40·8

No. 7.

B. A. Examination.

Bengal ...	1906-07	1,475	93	1,568	342	12	354	22·1	12·9	21·5

No. 8.

B. Sc. Examination.

Bengal ...	1906-07	17	...	17	9	...	9	52·9	...	52·9

No. 9.

M. A. Examination.

Bengal ...	1906-07	180	48	228	74	14	88	41·1	29·4	38·6

* Those not from Affiliated Colleges.

No. 10.

Successful Candidates in successive Examinations of the Arts and Science Courses.

Year.	Entrance.	Intermediate.	B. A.	B. Sc.	M. A.
1902-03	1,853	882	312	8	59
1903-04	1,546	811	253	5	49
1904-05	1,686	705	398	3	53
1905-06	1,034	702	400	12	69
1906-07	2,000	769	354	9	88

No. 11.

Pupils in Arts Colleges.

Province.	1896-97.	1901-02.	1906-07.
Bengal	5,429	6,343	5,190

No. 12.

Male and Female Pupils in Arts Colleges.

Province.	1906-07.		
	Male.	Female.	Total.
Bengal	5,166	24	5,190

No. 13.

Pupils in Arts Colleges by Management, 1906-07.

Province.	Public Management.				Private Management.			Grand Total.
	Government.	Board.	Native States.	Total.	Aided.	Unaided.	Total.	
Bengal	1,388	56	...	1,444	1,059	2,687	3,746	5,190

No. 14.

Pupils in Arts Colleges by management and periods.

Management.	1896-97.	1901-02.	1906-07.
Public Management—			
Government	1,150	1,203	1,388
Board	31	52	56
Native States	.....	.....	.....
Total Public Management ...	1,181	1,255	1,444
Private Management—			
Aided	1,509	1,672	1,059
Unaided	2,739	3,416	2,687
Total Private Management ...	4,248	5,088	3,746
GRAND TOTAL	5,429	6,343	5,190

No. 15.

Race or Creed of Pupils in Arts Colleges.

Race or Creed.	Number of pupils.	Number in 10,000 of school-age population.
Europeans and Eurasians	26	
Native Christians	56	
Hindus	4,755	
Muhammadans	341	
Buddhists	8	
Parsis	1	
Others	3	
Total ...	5,190	65·69

No. 16.

Direct Expenditure on Arts Colleges.

Province.	1896-97.	1901-02.	1906-07.
	Rs.	Rs.	Rs.
Bengal	6,45,264	6,90,318	8,08,010

No. 17.

Direct Expenditure on Arts Colleges by sources in 1906-07.

Province.	Provincial Revenues.	Native State Revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	3,28,619	.....	1,200	950	2,63,803	2,13,438	8,08,010

No. 18.

Expenditure on Arts Colleges by sources and periods in 1906-07.

Sources.	1896-97.	1901-02.	1906-07.
	Rs.	Rs.	Rs.
Provincial Revenues	2,51,984	1,95,480	3,28,619
District and Municipal Funds	.....	588	2,150
Total Public ...	2,51,984	1,96,068	3,30,769
Fees	2,64,665	3,24,130	2,63,803
Other sources	1,28,615	1,70,120	2,13,438
Total Private ...	3,93,280	4,94,250	4,77,241
GRAND TOTAL ...	6,45,264	6,90,318	8,08,010

No. 19.

Average Annual cost of educating a Student in an Arts College in 1906-07.

Province.	Annual cost.
	Rs.
Bengal	166

No. 20.

Expenditure from fees in Arts Colleges.

Province.	1896-97.	1901-02.	1906-07.
	Rs.	Rs.	Rs.
Bengal	2,64,665	3,24,130	2,63,803

No. 21.

Average annual fee per pupil in Arts Colleges.

PROVINCE.	1901-02.	1906-07.
	Rs.	Rs.
Bengal	51·1	50·8

No. 22.

English Secondary Schools for Indian boys classified according to management during 1906-07.

Province.	Public.			Private.		Total public.	Total private.	Grand Total.
	Government.	Board.	Native State.	Aided.	Unaided.			
Bengal ...	41	35	18	669	269	94	938	1,032

No. 23.

Vernacular Secondary Schools for Indian boys classified according to management during 1906-07.

Bengal ...	18	105	4	246	36	127	282	409

No. 24.

Average number of pupils in an English Secondary school for Indian boys.

Province.	1891-92.	1896-97.	1901-02.	1906-07.
Bengal	117	118	127	119

No. 25.

Average number of pupils in a Vernacular Secondary school for Indian boys.

Bengal	60	61	57	59

No. 26.

Matriculation Examination (Indian boys and girls).

University.	Candidates.						Passed.					
	Public School.			Private.			Public School.			Private.		
	1896-97.	1901-02.	1906-07.	1896-97.	1901-02.	1906-07.	1896-97.	1901-02.	1906-07.	1896-97.	1901-02.	1906-07.
Calcutta ...	3,469*	3,829*	3,535	72	54	53	2,057	1,858	1,955	24	19	25

* The number of public school candidates from European schools cannot be ascertained, and therefore these figures include such candidates, while in the columns for these two years showing the success of the candidates, the passes from the European school have been excluded. In 1896-97 there were 55 (43 boys + 12 girls) passes, and in 1901-02 there were 10 (8 boys + 2 girls) passes at the Matriculation examination.

No. 27.

Middle School Examination (Indian boys), 1906-07.

Province.	Boys in the middle stage.	Candidates.		Passed.		Approximate number of public students available for examination
		Public students.	Private students.	Public students.	Private students.	
Bengal ...	31,450	10,633	.....	8,044	.....	15,722

No. 28.

Number of teachers in Secondary schools for Indian boys during 1906-07.

Province.	Number of teachers.	Average number of teachers per school.	Average number of pupils per teacher.
Bengal	8,647	6·0	17·0

No. 29.

Qualifications of teachers in Secondary schools for Indian boys during 1906-07.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	1,577	5,710	1,360	8,647

No. 30.

Boys in the English Secondary stage compared with male population of school-going age.

Province.	Number of boys, of whom one was in the secondary stage of an English school.	
	1901-02.	1906-07.
Bengal	76·2	64·5

No. 31.

Boys in the Vernacular Secondary stage compared with male population of school-going age.

Province.	Number of boys, of whom one is in the secondary stage of a vernacular school.*	
	1901-02.	1906-07.
Bengal	756·5	1047·5

No. 32.

Expenditure on Secondary and Primary Departments of Secondary schools for Indian boys and girls during 1906-07.

Province.	Expenditure.		Total.
	On Secondary Department.	On Primary Department.	
	Rs.	Rs.	Rs.
Bengal	17,59,133	9,57,334	27,16,467

No. 33.

Average annual cost in rupees of educating a pupil in different classes of Secondary schools for Indian boys.

Class of School.	1901-02.	1906-07.
	Rs.	Rs.
High school	19·6	22·9
English Middle school	11·0	12·0
Vernacular Middle school	8·1	8·7

No. 34.

Average annual cost in rupees of educating a pupil in an English Secondary school for Indian boys.

Province.	1901-02.	1906-07.
	Rs.	Rs.
Bengal	16·6	18·9

No. 35.

Average annual fee per pupil in an English Secondory school for Indian boys.

	Rs.	Rs.
Bengal	10·7	11·3

No. 36.

Average annual fee per pupil in a Vernacular Secondary school for boys.

	Rs.	Rs.
Bengal	3 2	2 5

No. 37.

Primary schools for Indian boys classified according to management during 1906-07.

Province.	Government.	Board.	Native State	Aided.	Unaided.	Total public.	Total private	Grand total.
Bengal	101	102	390	26,955	6,406	593	33,361	33,954

No. 38.

Average number of pupils in a Primary school for Indian boys.

Province.	1891-92.	1896-97.	1901-02.	1906-07.
Bengal	22·6	24 7	25·6	28·0

No. 39.

Average number of pupils in Primary schools for Indian boys classified according to management.

Class of Management.	1891-92.	1896-97.	1901-02.	1906-07.
Government	28·3	32·1	26 3	42·03
Board	50·6	60·9	57·6	88·2
Native State	.....	.....	14·2	17·1
Aided	24·0	26·9	28·5	29·1
Unaided	16·6	16·9	17·2	20·2
General average	22·6	24·7	25·6	28·0

No. 40.

Number of Teachers in Primary Schools for Indian Boys during 1906-07.

Province.	Number of teachers.	Average number of teachers per 100 schools.	Average number of pupils per teacher.
Bengal	36,165	106·5	26·3

No. 41.

Qualifications of Teachers in Primary Schools for Indian Boys and Girls during 1906-07.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	2,201	25,001	12,324	39,526

No. 42.

Boys in the three Divisions of the Primary stage of Instruction during 1906-07.

Province.	A.	B.	C.	Total.
Bengal...	59,001	6,04,728	3,72,614	10,36,343

A = Upper Primary Stage.
B = Lower Primary Stage, reading printed books.
C = Lower Primary Stage, not reading printed books.

No. 43.

Proportion of Boys of school-going age in the Primary stage of Public Instruction, compared with Male Literacy.

Province.	Number of boys in the Primary stage per 1,000 of the male population of school-going age.		Number of male literates per 1,000 of the male population. Census of 1901.
	1901-02.	1906-07.	
Bengal	217	244	107

No. 44.

Expenditure from Fees in Boys' Primary Schools.

[Annas per pupil per annum.]

Province.	1896-97.	1901-02.	1906-07.
Bengal	22·9	24·6	22·5

No. 45.

TRAINING OF TEACHERS.

Masters.

List of Institutions.

Province.	Institutions or class of institutions.	Number of Institutions.				Pupils.		Remarks.
		Government.	Mission.					
			Aided.	Unaided.	Total.	1901-02.	1906-07.	
Bengal ...	Kurseong College ...	...	...	...	...	16*	...	* Includes 9 girls.
	English secondary classes	...	1	...	1	27	48	
	Vernacular schools—							
	Secondary ...	7	...	...	7	304	474	
	Primary	105	6	...	111	211†	1,232‡	† Ditto 44
								‡ Ditto 52
	Total ...	112	7	...	119	538	1,755§	§ Ditto 52

No. 46.

Comparison between the number of Pupils under training, and the number of Teachers during 1906-07.

Province.	Pupils under training.	Teachers of Secondary and Primary schools.
Bengal	1,755	57,059

No. 47.

Pupils, by Race or Creeed (Masters).

Province.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Bhuddists.	Others.	Total.
			Brahmans.	Non-Brahmans				
Bengal	9	226	426	864	137	...	93	1,755

No. 48.

Scholarships and stipends in Lower Grade Institutions during 1906-07.

Province.	Grade of school or class.	Number.	Rate per month.	Period for which tenable.	Remarks.
Bengal ...	English classes ... Vernacular first grade schools.	 329	Rs. ..... 3, 4, 5 according to seniority and progress.	..... One year	No longer working. The Middle Scholarships held in these schools are tenable for 2 years, which the stipends are in all cases tenable for one year.

No. 49.

Pupils by Race or Creed during 1906-07 (Mistresses.)

Province.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
Bengal ...	20	252	5	31	...	...	...	3	311

No. 50.

Medical College.

Name of Institution.	Pupils.		Expenditure.	
	1901-02.	1906-07.	1901-02.	1906-07.
			Rs.	Rs.
Medical College, Calcutta	595	425	2,00,356	2,59,330

No. 51.

Expenditure on the Medical College by sources.

Year.	Provincial Revenues.	Local Funds.	Fees.	Private sources.	Total.
	Rs.		Rs.		Rs.
1901-02	1,63,221	.....	37,135	.....	2,00,356
1906-07	2,17,620	.....	41,710	.....	2,59,330

No. 52.

Results of University Examinations in Medicine.

College.	First Examination.				Final Examination.				First Examination.				Final Examination.			
	1901-02.				1901-02.				1906-07.				1906-07.			
	L. M. S.		M. B.		L. M. S.		M. B.		L. M. S.		M. B.		L. M. S.		M. B.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Calcutta	157	42	143	99	151	64	7	2	66	37	41	13	130	74	7	4

No. 53.

Medical schools during 1906-07.

Province.	Serial No.	Name.	Class of Institution.	Number of pupils.	Expenditure.
					Rs.
Bengal ...	1	Campbell Medical School, Calcutta.	Government ...	137	54,982
	2	Temple Medical School, Patna.	Ditto ...	132	22,800
	3	Cuttack Medical School.	Ditto ..	93	16,313
	4—7	Private Medical schools.	Unaided ...	923	31,124
Total ...	7	.....	.....	1,285	1,25,219

No. 54.

Medical schools by Management during 1906-07.

Province.	Government.	Municipal.	Aided.	Unaided.	Total 1906-07.	Total 1901-02.
Bengal	3	...	...	4	7	7

No. 55.

Pupils in Medical schools by classes of Institutions.

Bengal	362	...	...	923	1,285	976

No. 56.

Expenditure on Medical schools by sources.

Province.	Provincial Revenues.	Local Funds.	Fees.	Private sources.	Total.
	Rs.		Rs.	Rs.	Rs.
1906-07	82,791	.....	41,410	1,018	1,25,129
1901-02	35,024	.....	13,437	15,622	64,083

No. 57.

List of Engineering Colleges.

Name of College.		Pupils.	
		1901-02.	1906-07.
Civil Engineering College, Sibpur	Engineer Department ...	294	342
	Agricultural ditto ...	12	24
	Total ...	306	366

No. 58.

Engineer Class, Students and Examinations.

College.	Number of pupils in the Engineer class of the College.		University First Examination in Engineering.				B. E. Examination.			
			1901-02.		1906-07.		1901-02.		1906-07.	
	1901-02.	1906-07.	Candidates.	Passed.	Candidates	Passed.	Candidates.	Passed.	Candidates.	Passed.
Sibpur ...	90	94	33	11	19	11	32	9	23	14

No. 59.

Engineering Upper and Lower Subordinate classes, Students and Examinations.

College.	Class.	Number of pupils.		Final College Examination.			
				1901-02.		1906-07.	
		1901-02.	1906-07.	Candidates.	Passed.	Candidates.*	Passed.*
Sibpur ...	Apprentice Department.	169	233	...	22 final certificates.	95	77

* For the Overseer and Sub-Overseer Examinations.

No. 60.

Expenditure on the Civil Engineering College.

Year.	Provincial Revenues.	Fees.	Private sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1906-07	1,82,521	16,459	12,749	2,11,729
1901-02	1,26,071	23,264	.....	1,49,335

N. B.—These figures exclude the Agricultural Department but it was a recognised part of the College.

No. 61.

Expenditure on the Principal Engineering School.

Institution.	Expenditure, 1901-02.	Expenditure, 1906-07.	Average cost of educating a pupil in 1906-07.
	Rs.	Rs.	
Bihar School of Engineering	26,229	47,605	315·26

No. 62.

Rate of Fees in the Civil Engineering College.

Civil Engineering College, Sibpur.	Engineer Department ...	Rs. 10 a month.
	Apprentice „ ...	„ 3 „

No. 63.

Agricultural College.

Institution.	Pupils.		Expenditure.		Length of course.	Remarks.
	1901-02.	1906-07.	1901-02.	1906-07.		
			Rs.	Rs.		
Agricultural Department, Civil Engineering College, Sibpur	12	24	11,664	11,252	2 years.	

No. 64.

School of Art.

Institution.	Number of pupils.		Expenditure.					Remarks.
	1901-02.	1906-07.	From Provincial Revenues.	From fees.	From private sources.	Total, 1906-07.	Total, 1901-02.	
			Rs.	Rs.	Rs.	Rs.	Rs.	
School of Art, Calcutta.	228	252	17,222	5,969	.....	23,191	38,533	

No. 65.

List of Engineering Schools.

Province.	Name of School.	Pupils.		Courses.	Class of Institutions.
		1901-02.	1906-07.		
Bengal ...	1. Bihar School of Engineering, Patna.	110	151	Overseer class ...	Government.
	2. Survey School, Cuttack.	93	99	Sub-Overseer class, Amin class.	Ditto.
	Engineering classes of the Board Technical Schools at Burdwan and Midnapur, Khulna, Patna and Bhagalpur affiliated to Sibpur.	.....	170	Sub-Overseer class, Amin class.	Municipal.
	Andal Mission School, Orissa.	18	20	.....	Aided.

No. 66.

Scholorships and stipends in the Civil Engineering College.

Institution.	Class.	Scholarships and Stipends.		
		Number.	Rate per mensem.	Period for which tenable.
			Rs.	
Civil Engineering College, Sibpur.	Engineer Department.	1	20	First two years.
		3	15	
		6	10	
		1	20	Last two years.
		3	15	
		6	10	
	Apprentice Department.	10	10	1½ years.
		10	6	1½ years.

No. 67.

VETERINARY SCIENCE.

List of Colleges and Schools.

Institution.	Number of students.	FINAL EXAMINATION.		Expenditure.	REMARKS.
		Candidates.	Passed.		
Bengal Veterinary College ...	.....	.....	.....	.....	.....

No. 68.

Annual cost of selected Industrial Schools.

Province.	Institution.	Average attendance.	Expenditure.	REMARKS.
			Rs.	
Bengal	Government School, Ranchi	76	8,101	
	Board School, Burdwan ...	43	3,203	

No. 69.

Girls under Public Instruction by Race or Creed (in Non-European Schools).

Europeans and Eurasians	32
Native Christians	6,387
Hindus	1,02,904
Muhammadans	10,612
Buddhists	26
Parsis	3
Others	1,231
Total ...	1,21,195

No. 70.

Number of Girl Pupils (in Non-European Schools) in every 1,000 of the Female population of school-going age.

Province.	1901-02.	1906-07.
Bengal	16·6	30

No. 71.

Girls in different classes of Non-European Schools by Race or Creed.

Race or Creed.	Secondary.				Primary.	Total.
	High.	Middle English.	Middle Vernacular.	Total.		
Europeans ...	.....	1	.....	1	5	6
Native Christians ...	272	922	292	1,486	4,492	5,978
Brahmans ...	43	250	114	407	22,396	22,803
Non-Brahman Hindus	320	779	407	1,506	78,450	79,956
Muhammadans ...	1	20	2	23	9,863	9,886
Buddhists ...	.....	.....	.....	.....	26	26
Parsis	.....	.....	.....	.....	3	3
Others	9	1	1	11	1,213	1,224
Total ...	645	1,973	816	3,434	1,16,448	1,19,882

No. 72.

Girls in (Non-European) Secondary Schools by Race or Creed during 1906-07.

Province.	Hindus.	Muhammadans.	Christians.	Bhuddhists.	Parsis.	Others.	Total.
Bengal	1,913	23	1,487*	.....	.....	11	3,434

* Include 1 European girl.

No. 73.

Girls in (Non-European) Primary and Secondary Schools by Race or Creed during 1906-07.

Bengal	102,759	9,886	5,984*	26	3	1,224	1,19,882

* Include 6 European girls.

No. 74.

Number of Girls of school-going age, one of whom is in a Public Primary or Secondary School, by Race or Creed, during 1906-07.

Province.	Hindus.	Muhammadans.	Christians.*	Bhuddhists.	Parsis.	Others.	Total.
Bengal	30	68	3	132	74	140	33

N.B.—These figures are confusing. It looks as if the Buddhists and Parsis were very backward which is not the case. Practically every Parsi girl is, I should say educated, but the Parsis mostly send their children to European Schools.

No. 75.

Girls in Medical Colleges and Schools in Bengal.

Year.	Girls in—		
	Colleges.	Schools.	Total.
1906-07	19	15	34
1901-02	13	38	51
1896-97	14	38	52

No. 76.

Girls in Medical Colleges and Schools by Race or Creed during 1906-07.

Race or Creed.	Colleges.	Schools.	Total.
Europeans and Eurasians	13	.....	13
Native Christians	5	12	17
Hindus	.....	3	3
Budhists	.....	.....	.....
Parsis	.....	.....	.....
Others	1	.....	1
Total ...	19	15	34

No. 77.

Race or Creed of Female Medical Students in selected Institutions during 1906-07.

Province.	Name of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Total.
Bengal ...	Medical College, Calcutta.	13	5	...	...	...	1	19
	Campbell Medical School, Calcutta.,	...	10	2	...	...	...	12
	Medical School, Cuttack.	...	2	1	...	...	...	3
	Medical School, Patna	...	...	...	...	...	...	...
	Total ...	13	17	3	...	...	1	34

No. 78.

Girls in Normal Colleges and Schools for Indian Pupils by Race or Creed during 1906-07.

Race or creed.	Colleges.	Schools.	Total.
Europeans and Eurasians	.....	6	6
Native Christians	.....	287	287
Hindus	...	36	36
Muhammadans	.....	.....	... ..
Buddhists	.....	...	.....
Parsis	.....	.....	.....
Others	.....	3	3
Total ...	.....	332	332

No. 79.

Girls in Technical, Industrial, and other Schools for Indian Pupils during 1906-07.

Province.	Technical and Industrial Schools.	Other Schools.	Total.
Bengal	118	805	923

No. 80.

Girls in Technical, Industrial and other Schools (for Indian Pupils) by Race or Creed during 1906-07.

Race or Creed.	Technical and Industrial Schools.	Other Schools.	Total.
Europeans and Eurasians	.....	7	7
Native Christians	68	30	98
Hindus	34	57	91
Muhammadans	15	711	726
Parsis	.....	.....	.....
Buddhists	1	.....	1
Total ...	118	805	923

No. 81.

Girls in Private Institutions by Race or Creed during 1906-07.

Miscellaneous.	Advanced.	Elementary.	Miscellaneous.	Total.
Europeans and Eurasians	.....	.....	.....	.....
Native Christians	.....	25	253	278
Brahmans	.....	97	346	443
Non-Brahman Hindus	2	560	714	1,276
Muhammadans	266	633	8	907
Buddhists	.....	.....	3	3
Parsis	.....	.....	.....	.....
Others	.....	7	.....	7
Total ...	268	1,322	1,324	2,914

No. 82.

Girls in all Public Institutions for the Education of Indian Males by classes of Institutions.

Class of Institution.	1896-97.	1901-02.	1906-07.
Colleges	14	18	19
Secondary schools	561	330	364
Primary „	27,046	27,103	46,233
Special „	95	156	785
Total ...	27,716	27,602	47,401

No. 83.

Number and qualifications of Teachers employed in Schools for Indian Girls during 1906-07.

Province.	Trained.	Other qualifications.	No special qualifications.	Total.
Bengal	247	2,405	948	3,600

No. 84.

Expenditure on Public Institutions for Girls per 1,000 of the Female population.

Province.	Expenditure.
Bengal	Rs. 19

* Excludes European Schools for girls.

No. 85.

Average Annual cost of educating a Pupil in Primary and Secondary Schools for Indian Girls in Bengal.

Years.	Secondary schools.	Primary schools.	Secondary and Primary schools.
	Rs.	Rs.	Rs.
1906-07	51·3	4·1	6·2
1901-02	54·5	5·9	7·9
1896-97	51·7	5·7	7·3

No. 86.

Average Annual rate of Fees in Primary and Secondary Schools for Indian Girls during 1906-07

Province.	Secondary schools.	Primary schools.
	Rs. AS.	Rs. AS.
Bengal	8 13	0 3

No. 87.

Institutions for Europeans in Bengal.

	1901-02.	1906-07.
Secondary Schools	44	44
Primary ,, ...	23	25
Training ,, ...	1	1
Commercial class ,, ...	.....	2
Total ...	68	72

No. 88.

Secondary Schools, by Management in Bengal.

	Government.	Aided.	Unaided.	Total.
1901-02	2	34	8	44
1906-07	2	40	2	44

No. 89.

Secondary Schools, by Sex.

	1901-02.			1906-07.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	16	28	44	16	28	44

No. 90.

Secondary Schools, by Grade.

	1901-02.			1906-07.		
	High.	Middle.	Total.	High.	Middle.	Total.
Bengal	13	31	44	14	30	44

No. 91.

Primary Schools, by Management.

	1901-02.				1906-07.			
	Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.
Bengal ...	.....	20	3	23	.....	24	1	25

No. 92.

Primary Schools, by Sex.

	1901-02.			1906-07.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bengal	12	11	23	8	17	25

No. 93.

Special Schools.

	1901-02.		1906-07.	
	Training College for Mistresses	Commercial class Schools.	Training College for Mistresses.	Commercial class Schools.
Bengal	1	...	1	2

NOTE.—The information is not available from Young Men's Christian Association (Boys' Branch).

No. 94.

Europeans under instruction in European Schools.

	1901-02.	1906-07.
Bengal	6,986	7,305

No. 95.

European pupils in European Schools by sex during 1906-07.

	Boys.	Girls.	Total.
Bengal	3,980	3,325	7,305

No. 96.

European pupils in European and Native Institutions during 1906-07.

	In European Institutions.	In Native Institutions.
Bengal	7,305	182

No. 97.

European pupils in different grades of European Schools by periods.

	1901-02.	1906-07.
Secondary schools	5,808	5,717
Primary schools	1,169	1,471
Training schools	9	20
Commercial class Schools	...	97
Special Schools	...	...
Total	6,986	7,305

No. 98.

European pupils in different grades of European Schools by sex during 1906-07.

	Boys.	Girls.	Total.
Secondary Schools	3,292	2,425	5,717
Primary Schools	663	808	1,471
Training Schools	...	20	20
Commerical class Schools	25	72	97
	3,980	3,325	7,305

No. 99.

European Pupils in Arts Colleges.

	1906-07.		Total.	Total 1901-02.
	Boys.	Girls.		
Bengal	26	...	26	64

No. 100.

European pupils in Professional Colleges, by periods.

	1901-02.	1906-07.
Law	7	3
Medicine	99	59
Engineering	37	46
Total ...	143	108

No. 101.

European Boys in Professional Colleges.

	Law.	Medicine.	Engineering.	Total.
Bengal	3	46	46	95

No. 102.

European Girls in Professional Colleges.

	Medicine.	Total.
Bengal	13	13

No. 103.

Pupils (both Europeans and Natives) in Primary and Secondary Schools for Europeans.

	1901-02.	1906-07.
Bengal	7,474	7,826

No. 104.

European pupils in Primary and Secondary Schools for Europeans.

	Secondary Schools.		Primary Schools.		Total.	
	1901-02.	1906-07.	1901-02.	1906-07.	1901-02.	1906-07.
Bengal	5,808	5,717	1,169	1,471	6,977	7,188

No. 105.

Stages of instruction of pupils in European Schools in Bengal for General Education by periods.

	Boys.		
	1896-97.	1901-02.	1906-07.
High	280	277	203
Middle	1,066	940	1,048
Total Secondary ...	1,346	1,217	1,251
Upper Primary	1,036	1,010	999
Lower Primary	2,069	1,416	1,977
Total Primary ...	3,105	2,426	2,976
GRAND TOTAL ...	4,451	3,643	4,227

	Girls.		
	1896-07.	1901-02.	1906-07.
High	50	70	57
Middle	753	576	711
Total Secondary ...	803	646	768
Upper Primary	913	1,018	922
Lower Primary	1,963	1,167	1,909
Total Primary ...	2,876	3,185	2,831
GRAND TOTAL ...	3,679	3,831	3,599

No. 106.

Percentage of pupils in European Schools by stages of Instruction compared with other classes.

	1896-97.		1901-02.		1906-07.	
	Europeans.	Other classes.	Europeans.	Other classes.	Europeans.	Other classes.
High	6·5	1·7	7·8	2·1	3·3	2·8
Middle	24·1	4·0	22·9	4·6	22·5	2·7
Upper Primary ...	22·2	11·3	22·6	11·3	24·5	5·1
Lower Primary ...	46·5	82·6	44·5	81·6	49·7	89·3

No. 107.

European Boys in Special Schools during 1906-07.

	Technical and Industrial.	Commercial.
Bengal	70*	31†

* There are some boys in the Industrial Class at St. Andrew's Colonial Homes, but the number is not knowu to this office.
† This number does not include the boys of the commercial class of the Victoria School, Kurseong.

No. 108.

European Girls in Special Schools during 1906-07.

	Technical and Industrial.	Commercial.
Bengal	.....	72

No. 109.

Successful European candidates in University Arts Examinations during 1906-07.

	F. A.	B. A.	M. A.	B. L
Bengal	11	1	...	1

No. 110.

Successful European candidates in School Examinations during 1906-07.

	Matriculation.		School Final.		European High Schools		Middle school and scholarship.		Primary Scholarship.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bengal ...	17	3	...	...	28	5	22	18	9	11

No. 111.

Successful European candidates in Professional and Technical Examinations during 190607.

	Teaching.		Medical.		School of Art.	Engineering and Surveying.	Commercial.	Law.	Industrial.
	Masters.	Mistresses.	College examinations.	School examinations.					
Bengal	...	19	4	...	3	21*	...	1	...

* Including 4 who passed the Public Works Department 4th grade Accounts Examination.

No. 112.

Expenditure on European Schools (direct and indirect) by periods.

	1901-02.	1906-07.
Bengal	13,26,697	17,77,291

No. 113.

Sources of expenditure in European Schools by periods.

	1901-02.	1906-07.
	Rs.	Rs.
Provincial Revenues	2,34,120	4,43,569
Municipal Funds	.....	1,965
Fees	5,10,436	7,65,544
Other sources	5,82,141	5,66,213
Total ...	13,26,697	17,77,291
Total Public ...	2,34,120	4,45,534
Total Private ...	10,92,577	13,31,757

No. 114.

Objects of expenditure in European Schools by periods.

	1901-02.	1906-07.
	Rs.	Rs.
Secondary Schools	7,06,314	6,57,992
Primary „	52,439	80,387
Training „	7,890	3,755
Other special „	.....	1,858
Buildings and furniture	1,53,998	3,77,423
Inspection	17,000	10,952
Scholarships	7,532	7,232
Miscellaneous	3,81,524	6,37,692
Total ...	13,26,697	17,77,291

No. 115.

Boarding-houses for Indian Males and Females during 1906-07.

Province.	For Males.	For Females.	Total.
Bengal	331	47	378

No. 116.

Indian Male and Female Boarders during 1906-07.

Province.	Male.	Female.	Total.
Bengal	8,502	2,537	11,039

No. 117.

Ratio of (Indian) Pupils to (Indian) Boarders.

Class of Institution.	1901-02.	1906-07.
Arts Colleges	19	13
Secondary schools	47	30
Primary „	466	275

SUPPLEMENTARY TABLES

FOR

1906-07.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY.

SUPPLEMENTARY TABLES.

No. 1.

General statistics of Institutions and Pupils.

Class of Institution.	1905-06.		1906-07.		Average number of pupils per school.	
	Schools.	Pupils.	Schools.	Pupils.	1905-06.	1906-07.
1	2	3	4	5	6	7
Public Institutions.						
University ... Arts Colleges ...	34	5,675	34	5,190	166·9	152·6
Secondary (for males) { High English Schools ...	396	80,608	397	80,092	203·5	201·7
Secondary (for males) { Middle „ „ ...	648	44,246	651	45,833	68·2	70·4
Secondary (for males) { „ Vernacular ...	427	25,697	409	24,350	60·1	59·5
Primary (for males) ... { Upper primary ...	2,872	1,34,017	2,915	1,37,635	46·5	47·2
Primary (for males) ... { Lower „ ...	30,800	7,95,620	31,047	8,16,392	25·8	26·3
Special (including Madrassas and Institutions for professional training).	680	17,345	1,059	25,489	25·5	24·1
Female (secondary and primary)	2,924	72,049	3,303	80,033	24·6	24·2
Total ...	**38,781**	**11,75,257**	**39,815**	**12,15,014**	**30·3**	**30·1**
Private Institutions.						
(1) Advanced teaching { (*a*) Arabic or Persian ...	934	10,744	844	10,104	11·5	11·9
(1) Advanced teaching { (*b*) Sanskrit ...	735	6,607	725	6,289	8·9	8·7
(2) Elementary, teaching a vernacular only or mainly.	2,742	26,819	2,570	24,639	9·7	9·6
(3) Elementary, teaching the Koran only ...	466	6,327	390	5,726	13·5	14·7
(4) Other schools not conforming to departmental standards	338	6,524	257	7,266	19·3	28·3
Total ...	**5,215**	**57,021**	**4,786**	**54,024**	**10·9**	**11·3**
Grand Total ...	**43,996**	**12,32,278**	**44,601**	**12,69,038**	**28·0**	**28·5**

No. 2.

Statement showing the number of Pupils of different Creeds and their proportion to the number of Pupils.

Race or Religion.	1905-06.		1906-07.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
1	2	3	4	5
Europeans and Eurasians ...	7,408	0·58	7,487	·62
Native Christians	18,368	1·49	18,266	1·44
Hindus ... { Brahmans ...	1,76,230	.....	1,78,539	.....
Hindus ... { Non-Brahmans ...	8,23,235	.....	8,43,736	.....
Total Hindus ...	**9,99,465**	**81·11**	**10,22,275**	**80·56**
Muhammadans	1,71,905	13·87	1,84,355	14·52
Miscellaneous.				
Buddhists	438	.....	429	.....
Parsis	169	.....	116	.....
Others	34,525	.....	36,110	.....
Total of Miscellaneous Religions	35,132	2·84	36,655	2·86
Grand Total ...	12,32,278	100·00	12,69,038	100·00

No. 3.

General Statistics of Expenditure.

Sources from which expenditure on education is met.	1905-06.		1906-07.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
1	2	3	4	5
	Rs.		Rs.	
Provincial Revenues ...	33,94,993	29·33	36,67,397	31·44
District Funds	11,77,325	1 96	10,93,210	9·37
Municipal ,, ...	1,05,520	·98	1,20,007	1·03
Fees	42,90,353	39·67	43,43,094	37·24
All other sources	20,57,158	18·97	24,39,760	20·92
Total ...	**1,10,25,349**	**100·00**	**1,16,63,468**	**100·00**

No. 4.

Comparative Statement of Expenditure on Education for 1905-06 and 1906-07.

Heads of Charges.	1905-06.				1906-07.			
	Net expenditure after deducing Receipts.			Total expenditure.	Net expenditure after deducing Receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	.....	.....	.....	1,60,944	80,000	.....	.....	1,57,974
Collegiate ...	6,42,679	900	1,161	12,34,823	7,38,857	1,200	950	13,33,462
Secondary ...	3,65,840	1,54,276	15,753	26,81,856	4,79,066	1,61,346	17,370	28,57,417
Primary ...	1,68,853	6,34,414	57,130	24,51,013	1,76,815	6,51,952	63,423	25,96,846
Female ...	2,25,704	58,433	13,442	7,32,787	2,79,677	70,329	14,853	8,52,188
Special ...	4,33,563	10,047	3,887	6,93,207	4,54,854	13,917	5,269	7,45,306
Scholarships ...	1,42,993	37,000	857	2,10,960	1,42,242	38,404	779	2,11,046
Buildings ...	8,71,608	5,005	1,872	11,52,803	6,06,288	11,771	6,213	9,87,365
Furniture ...	47,212	8,388	1,245	1,09,155	39,653	7,518	1,303	1,07,298
Miscellaneous ...	1,12,847	54,603	6,363	9,88,141	84,526	50,589	6,542	11,31,173
Superintendence	3,83,694	2,14,259	3,810	6,09,660	5,85,419	86,184	3,305	6,83,393
Total ...	**33,94,993**	**11,77,325**	**1,05,520**	**1,10,25,349**	**36,67,397**	**10,93,210**	**1,20,007**	**1,16,63,468**

No. 5.

Statement showing the average cost of educating each pupil for 1905-06 and 1906-07.

Class of Institution.	1905-06.				1906-07.			
	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9
	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.
Arts Colleges ...	48 14 0	0 5 10	86 10 3	135 14 1	67 9 10	0 7 1	98 3 2	166 4 1
Professional Colleges	167 14 10	.....	46 9 3	214 8 1	196 15 2	.....	55 4 11	252 4 1
Secondary Schools ...	3 4 10	1 2 0	15 11 8	20 2 6	4 5 5	1 3 0	16 9 6	22 1 11
Primary ,, ...	0 4 4	0 13 1	1 14 4	2 15 9	0 4 7	0 13 3	1 15 0	3 0 10
Training ,, ...	57 1 7	0 7 1	21 9 0	79 1 8	81 5 7	0 10 10	13 9 7	95 10 0
Other special ,, ...	23 10 11	1 0 11	15 11 11	40 7 9	14 5 3	0 14 2	12 1 9	27 5 2

No. 6.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1906-07.

Class of Schools.	Number of schools.	Average roll number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll number.	Average yearly cost of each pupil.		Percentage of public funds to total cost.
					To public funds.	Total.	
1	2	3	4	5	6	7	8
HIGH ENGLISH SCHOOLS FOR BOYS.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	38	232·5	185·94	79·9	25 8 5	49 11 2	51·4
„ by District or Municipal Boards ...	3	371·0	275	74·1	2 15 5	24 7 9	12·1
Under Private Management.							
Aided by Government or by District or Municipal Boards.	182	160·3	122·6	76·5	2 14 5	21 1 4	13·7
Unaided	167	223·3	169·7	76·0	.....	19 2 8	...
Total High Schools for boys ...	**390**	**195·9**	**150·1**	**76·6**	**4 1 8**	**23 8 1**	**17·4**
MIDDLE ENGLISH SCHOOLS FOR BOYS.							
Under Public Management.							
Managed by Government	3	85	69·7	82·0	33 0 5	40 13 9	80·8
„ by District or Municipal Boards ...	32	75·7	59·6	78·7	5 7 4	11 12 7	46·3
Under Private Management.							
Aided by Government or by District or Municipal Boards.	487	67·9	55·6	81·8	3 5 5	12 10 7	26·4
Unaided	120	64·2	49·3	76·7	.....	9 14 10	...
Total Middle English Schools for boys ...	**642**	**67·2**	**54·7**	**80·7**	**3 0 8**	**12 4 8**	**24·7**
MIDDLE VERNACULAR SCHOOLS FOR BOYS.							
Under Public Management.							
Managed by Government	18	65·8	47·1	71·6	7 0 1	9 1 6	77·0
„ by District or Municipal Boards ...	105	59·5	46·4	78·9	6 7 1	9 4 8	69·3
Under Private Management.							
Aided by Government or by District or Municipal Boards.	246	55·4	44·1	78·9	2 15 7	9 4 4	32·0
Unaided	40	59·5	47·4	79·6	.....	7 3 11	...
Total Middle Vernacular Schools for boys ...	**409**	**57·2**	**45·1**	**78·8**	**3 12 9**	**9 1 0**	**41·9**
UPPER PRIMARY SCHOOLS FOR BOYS.							
Under Public Management.							
Managed by Government	99	39·6	27·9	70·5	6 0 7	6 9 0	91·9
„ by District or Municipal Boards ...	97	83·9	61·7	73·6	3 6 7	3 11 6	91·8
Under Private Management.							
Aided by Government or by District or Municipal Boards.	2,655	43·8	35·0	79·9	1 11 2	3 14 1	43·8
Unaided	57	43·7	36·0	82·5	.....	3 14 2	...
Total Upper Primary Schools for boys ...	**2,908**	**45·0**	**35·7**	**79·3**	**1 14 6**	**3 15 3**	**48·2**

No. 6—*concl.*

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1906-07—concld.

Class of Schools.	Number of schools.	Average roll number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll number.	Average yearly cost of each pupil.		Percentage of public funds to total cost.
					To public funds.	Total.	
1	2	3	4	5	6	7	8
LOWER PRIMARY SCHOOLS FOR BOYS							
Under Public Management.					Rs. A. P.	Rs. A. P.	
Managed by Government	2	13	11	84·6	7 9 3	7 9 3	100·0
„ by District or Municipal Boards ...	5	81·6	61·6	75·5	4 6 9	4 12 0	93·1
Under Private Management.							
Aided by Government or by District or Municipal Boards.	24,300	26·3	21·6	82·0	0 15 7	2 12 7	34·9
Unaided	6,739	17·7	15·0	84·9	.....	2 1 2	...
Total Lower Primary Schools for boys ...	31,046	24·5	20·2	82·4	0 13 2	2 10 10	30·7

No. 7.

Statement showing the variations in the results of the University Examinations for the past six years.

Years.	Entrance Examination.			F. A. Examination.			B. A. Examination.			B. Sc. Examination.			M. A. Examination.			B. L. Examination.			B. E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1901-02 ...	3,993	2,007	50·2	2,565	989	38·3	1,179	277	23·5	12	2	16·6	153	68	44·4	590*	213*	37·4	32	9	28·1
1902-03 ...	3,966	1,853	46·6	2,540	882	34·7	1,406	312	22·1	19	8	42·1	152	59	38 8	670*	337*	50·3	28	13	32·1
1903-04 ...	4,101	1,546	37·6	2,461	811	32·9	1,644	253	15·3	14	5	35·7	120	49	40·8	620*	136*	21·9	26	12	46·1
1904-05 ...	3,929	1,686	42·9	2,390	705	29·4	1,793	398	22·3	15	3	20	189	53	28·8	653*	268*	41·0	27	7	25·9
1905-06 ...	3,910	1,034	26·4	1,874	702	37·5	1,579	400	25·3	18	12	66·6	185	69	37·2	512	86	16·7	26	9	34·6
1906-07 ...	3,625	2,000	55·2	1,884	769	40·8	1,568	354	22·5	17	9	52·9	228	88	38·6	469	229	48·9	23	14	60·9

* Includes the results in respect of the transferred districts of Eastern Bengal and Assam.

No. 8.

Statement showing the Expenditure on Scholarships for 1905-06 and 1906-07.

Class of Institution.	1905-06.				1906-07.			
	Public funds.	Private funds.	Total.	Percentage of total expenditure on scholarships to total expenditure on Public Institution.	Public funds.	Private funds.	Total.	Percentage of total expenditure on scholarships to total expenditure on Public Institution.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	
Arts Colleges ...	62,000	15,790	77,790	·72	54,947	15,130	70,077	·60
Medical Institutions ...	12,710	5,505	18,215	·16	7,643	5,530	13,173	·11
Secondary Schools ...	61,994	4,852	66,846	·58	64,286	5,626	69,912	·60
Primary „ ...	16,332	719	17,051	·14	19,129	603	19,732	·17
Special School (including Technical Institutions).	27,814	3,244	31,058	·28	35,420	2,732	38,152	·35
Total ...	**1,80,850**	**30,110**	**2,10,960**	**1·88**	**1,81,425**	**29,621**	**2,11,046**	**1·81**

No. 9.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district for Indian pupils.

Position in 1905-06.	Position in 1906-07.	District.	Male population.	Number of boys of school-going age.	Number of boys at school.		Percentage of boys at school to boys of school-going age.	
					1905-06.	1906-07.	1905-06.	1906-07.
1	2	3	4	5	6	7	8	9
1	1	Howrah	439,525	65,928	40,348	39,013	61·2	59·1
2	2	Hooghly	528,279	79,241	43,745	45,044	55·2	56·8
3	3	24-Parganas ...	1,692,908	163,936	83,500	88,015	50·9	53·6
4	4	Midnapore	1,390,283	208,534	99,208	102,153	47·5	48 9
5	5	Bankura	549,484	82,422	36,978	38,641	44·8	46·8
6	6	Cuttack	995,409	149,311	62,004	63,892	41·5	42·7
7	10	Birbhum	444,689	66,703	26,957	26,256	40·4	39·3
8	8	Calcutta	562,596	84,389	34,710	33,999	40·2	40·2
9	11	Balasore	517,543	77,631	31,127	29,602	40·1	38·1
10	7	Burdwan	764,742	114,711	44,766	46,748	39 2	40·7
	9	Angul	95,935	14,390	5,635	5,718	39·2	39·7
11	13	Puri	506,839	76,026	26,584	26,039	34·9	34·2
12	12	Khulna	653,470	98,020	34,176	35,835	34·8	36·5
13	14	Singhbhum	302,425	45,364	15,707	...	34·6	...
14	19	Patna	804,583	120,687	37,191	39,068	30·8	32·3
15	16	Jessore ...	914,204	137,130	38,431	38,727	28·0	20·9
16	17	Manbhum	653,336	98,000	25,213	...	25·7	...
17	15	Gaya	1,011,271	151,691	36,037	38,942	23·8	25·6
18	18	Nadia	827,509	124,126	29,366	31,100	23·7	25·0
19	22	Ranchi	577,180	86,577	20,324	...	23·4	...
20	20	Murshidabad ...	653,346	98,001	23,403	26,147	23·1	26·6
21	23	Darbhanga	1,416,474	212,471	46,921	47,287	21·6	22·2
22	24	Darjeeling	133,005	19,951	3,809	3,836	19·8	19·2
23	25	Sambalpur	313,782	47,067	9,050	9,520	19·2	20·2
24	21	Hazaribagh	570,122	85,518	16,268	...	19·0	...
25	...	Monghyr	1,011,580	151,737	28,289	29,069	18·6	19·1
26	...	Muzaffarpur... ...	1,318,547	197,782	36,461	37,297	18·4	18·8
27	...	Sonthal Parganas ...	896,373	134,456	24,415	24,744	18·2	18·4
28	...	Shahabad	936,544	140,481	25,222	27,257	17·9	19·4
29	...	Orissa Tributary Mahals	969,973	145,496	25,442	25,448	17·5	17·4
30	26	Bhagalpur	1,027,535	154,130	25,169	24,687	16·3	16·0
31	27	Saran	1,095,288	164,293	23,769	23,327	14·5	14·1
32	28	Palamau	306,203	45,930	6,929	...	14·4	...
33	29	Purnea	958,452	143,768	19,753	18,838	13·7	13·1
34	30	Champaran	885,607	132,841	17,209	16,661	12·9	12·5

No. 10.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1905-06 and 1906-07.

Division.	Number of pupils in Public Institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.
1	2	3	4	5	6	7	8	9	10	11
Burdwan	817	838	48,209	47,975	2,66,708	2,72,854	2,176	3,237	3,17,910	3,24,904
Presidency	466	469	41,295	41,143	1,85,698	1,98,593	1,988	3,799	2,29,447	2,44,004
Calcutta	5,712	5,084	20,608	20,746	16,661	15,649	3,432	4,388	46,413	45,867
Patna	335	447	14,572	14,575	1,88,536	2,04,588	3,529	5,821	2,06,972	2,25,431
Bhagalpur	260	242	7,836	7,992	95,184	93,348	660	2,719	1,03,940	1,04,301
Orissa	175	173	8,109	8,298	1,35,036	1,34,050	1,738	1,649	1,45,058	1,44,170
Orissa Tributary Mahals (Gurjat States) ...	.....	.....	1,641	1,788	24,007	24,416	307	272	25,955	26,476
Chota Nagpur ...	69	.....	8,004	8,149	82,330	82,345	1,235	1,418	91,638	91,912
European Institutions ...	.....	.....	6,374	6,292	1,429	1,534	121	123	7,924	7,949
Total ...	**7,834**	**7,253**	**1,56,648**	**1,56,958**	**9,95,589**	**10,27,377**	**15,186**	**23,426**	**11,75,257**	**12,15,014**

Division.	Number of pupils in Private Institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906 07.	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906 07.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,203	1,738	712	227	1,008	780	986	1,146	3,909	3,891	3,21,819	3,28,795
Presidency	134	199	.....	78	77	202	309	101	520	580	2,29,967	2,44,584
Calcutta	.....	.....	.....	.....	156	1,068	2,028	3,719	2,684	4,787	49,097	50,654
Patna	12,466	10,950	14,772	13,006	2,691	2,383	938	610	30,867	26,949	2,37,839	2,52,380
Bhagalpur	2,791	2,890	4,262	4,486	837	704	1,392	645	9,282	8,725	1,13,222	1,13,026
Orissa	210	286	5,708	6,281	678	480	56	83	6,652	7,130	1,51,710	1,51,300
Orissa Tributary Mahals (Gurjat States) ...	24	.....	609	371	.....	.....	489	265	1,122	636	27,077	27,112
Chota Nagpur ...	523	330	756	190	380	109	326	697	1,985	1,326	93,623	93,238
European Institutions ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,924	7,949
Total ...	**17,351**	**16,393**	**26,819**	**24,639**	**5,827**	**5,726**	**6,524**	**7,266**	**57,021**	**54,024**	**12,32,278**	**12,69,038**

No. 11.

COLLEGIATE EDUCATION.

Statement showing the attendance of Arts Colleges on the 31st March 1907, and of four preceding years.

ARTS COLLEGES.	Monthly fee rate.	Number on the Rolls on the 31st March of the year.				
		1903.	1904.	1905.	1906.	1907.
1	2	3	4	5	6	7
Government (8).	Rs.					
First grade Colleges—						
1. Presidency College	12;10;6;4;3	573	582	703	698	692*
2. Hooghly College	6	119	114	153	160	163
3. Krishnagar College	5	74	94	108	112	89
4. Patna College	6	151	133	146	105	178
5. Ravenshaw College	5;4	132	138	150	149	158
6. Bethune College	3	24	30	26	18	23
7. Sanskrit College	5;2	54	63	57	51	43
Second grade College—						
8. Calcutta Madrassa	2	43	41	43	41	42
Total ...	.....	1,170	1,195	1,386	1,334	1,388
Municipal Colleges (2).						
1. Midnapore College	5	50	46	52	47	40
2. Monghyr Diamond Jubilee College ...	4	34	39	26	32	16
Total ...	.....	84	85	78	79	56
Aided Colleges (6).						
1. General Assembly's Institution ...	5	620	681	556	586	427
2. Free Church Institution	5	405	374	362	315	246
3. St. Xavier's College	6	380	375	340	309	281
4. L. M. S. College, Bhowanipore ...	5	97	104	97	62	65
5. Victoria College, Narail	3	24	25	27	40	40
6. Dublin University Mission, Hazaribagh	5	29	21	73	69	Not returned.
Total ...	.....	1,555	1,580	1,455	1,381	1,059
Unaided Colleges (18).						
1. Metropolitan Institution	4; 3	575	501	547	478	431
2. City College	4; 3	328	385	372	314	375
3. Albert College	3	101	106	79	59	38
4. Ripon College	4; 3	565	732	831	676	643
5. Raj College, Burdwan	Free.	269	263	185	127	83
6. Berhampur College	3	132	200	215	298	249
7. Tej Narain Jubilee College, Bhagalpur	5; 4	147	138	166	183	180
8. Bangabasi College	4; 3	773	689	478	349	234
9. Bihar National College, Bankipore ...	4; 3	138	169	180	62	103
Doveton College	5	27	35	17	Not returned.	Not returned.
10. Loreto House	10	2	4	6	1	1
11. Central College	4; 3	124	104	59	48	42
12. Uttarpara College	4	73	79	60	68	51
13. Hetampur College	2-8	37	40	31	34	41
14. Bishop's College	.....	11	11	16	37	14
15. Bhumihar Brahman College, Muzaffarpur	4	121	71	105	64	57
16. Church Missionary Society's College ...	3	9	6	34	27	18
17. Daulatpur Hindu Academy ...	3	32	76	61	81	61
18. Weslyan Mission College, Bankura ...	4	.....	37	39	65	66
Total ...	.....	3,464	3,646	3,481	2,971	2,687

* Includes 65 pupils of the Commercial classes.

NO. 12.

COLLEGIATE EDUCATION.

Statement showing the expenditure incurred in Government, Aided and Unaided Arts Colleges during the year 1906-07.

Arts Colleges.	Number of pupils on the rolls on the 31st March 1907.	Average monthly roll-number.	Average daily attendance.	EXPENDITURE IN 1906-07. From public funds. Provincial revenues.	From public funds. District or Municipal Funds.	From Private funds. Fees.	From Private funds. Endowment and other sources.	Total.	COST PER ANNUM OF EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government (8).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. AS. P.	Rs. AS. P	Rs. AS. P.
1. Presidency College ...	(a)692	684	561	1,42,159	...	92,954	398	2,35,511	207 13 4	136 7 8	344 5 0
2. Hooghly ,, ...	163	140	128	21,495	...	10,832	...	32,327	153 8 7	77 5 11	230 14 6
3. Krishnagar ,, ...	89	85	69	23,130	...	5,129	1,679	29,938	272 1 10	80 1 6	352 3 4
4. Patna ,, ...	178	155	153	36,857	..	12,992	68	49,917	237 12 7	84 4 1	322 0 8
5. Ravenshaw ,, ...	158	133	123	23,766	...	7,255	893	31,914	178 11 8	61 4 2	239 15 3
6. Sanskrit ,, ...	43	44	39	29,901	...	1,676	...	31,577	679 9 1	38 1 5	717 10 6
7. Bethune ,, ..	23	23	17	17,366	...	888	...	18,254	755 0 8	38 9 9	793 10 5
8. Calcutta Madrasah ...	42	42	37	1,317	...	1,162	...	2,479	31 5 8	27 10 8	59 0 4
Total for 1906-07 ...	1,388	1,306	1,127	2,95,991	...	1,32,888	3,038	4,31,917	226 10 3	104 1 3	330 11 6
Total for 1905-06 ...	1,334	1,397	1,216	2,42,614	...	1,46,111	2,609	3,91,334	173 10 8	106 7 3	280 1 11
Municipal or Joint Committee (2).											
1. Midnapur College ...	40	47	36	5,028	...	3,057	1,848	9,933	106 15 7	104 5 9	211 5 4
2. Munghyr Diamond Jubilee College.	16	15	9	...	2,150	702	3,421	6,273	143 5 4	274 13 10	418 3 2
Total for 1906-07 ...	56	62	45	5,028	2,150	3,759	5,269	16,206	115 12 5	145 9 5	261 6 1
Total for 1905-06 ...	79	84	64	855	2,061	4,888	5,909	13,713	34 11 5	128 8 7	163 4 0
Aided (6).											
1. General Assembly's Institution.	427	436	360	9,600	...	20,484	24,453	54,537	22 0 3	103 1 1	125 1 4
2. Free Church Institution ...	246	244	185	7,800	...	10,713	19,650	38,163	31 15 5	124 7 0	156 6 5
3. St Xavier's College ...	281	250	235	5,400	...	10,940	25,660	42,000	21 9 7	146 6 5	168 0 0
4. L. M. S. College, Bhawanipur.	65	63	56	3,000	...	2,419	10,405	15,824	47 9 10	203 8 11	251 2 9
5. Victoria College ...	40	40	30	1,800	...	1,165	1,733	4,698	45 0 0	72 7 2	117 7 2
6. Dublin University Mission College.	...	...	...	...	...	...	...	...	.....	.....	.....
Total for 1906-07 ...	1,059	1,033	866	27,600	...	45,721	81,901	1,55,222	26 11 6	123 8 8	150 4 2
Total for 1905-06 ...	1,381	1,392	1,157	31,950	...	59,155	91,894	1,82,999	22 13 11	108 8 2	131 7 5

(a) Includes 65 students of the commercial classes.

No. 12—*(concluded)*.

COLLEGIATE EDUCATION.

Statement showing the expenditure incurred in Government, Aided and Unaided Arts Colleges during the year 1906-07—(concluded).

ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1907.	Average Monthly roll-number.	Average daily attendance.	EXPENDITURE in 1906-07.					COST PER ANNUM OF EACH STUDENT.		
				From public funds.		From Private funds.		Total.	From public funds.	From private funds.	Total.
				Provincial revenues.	Distirct or Municipal Funds.	Fees.	Endowment and other sources.				
1	2	3	4	5	6	7	8	9	10	11	12
Unaided (18).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1. Metroplitan Institution ...	421	390	372	...	...	11,940	3,020	14,960	.....	38 5 9	38 5 9
2. City College	375	332	253	...	...	11,103	11,078	22,181	.....	66 12 11	66 12 11
3. Albert College ...	38	21	14	...	...	712	755	1,467	.....	69 13 9	69 13 9
4. Ripon College ...	643	598	392	...	...	20,992	...	20,992	.....	35 1 8	35 1 8
5. Raj College, Burdwan ..	83	97	75	...	...	...	10,430	10,430	.....	107 8 5	107 8 5
6. Berhampur College ...	249	234	150	...	...	5,541	15,399	20,940	.....	89 7 9	89 7 9
7. Raj Narain Jubilee College	180	127	88	...	...	6,447	8,596	15,043	.....	118 7 2	118 7 2
8. Bangabashi College ...	234	219	195	...	...	7,623	20,413	28,036	.....	128 0 3	128 0 3
9. Bihar National College, Bankipur.	103	73	55	...	...	6,036	1,766	7,802	.....	52 5 9	52 5 9
10. Central College ...	42	38	28	...	...	660	2,833	3,493	.....	91 14 9	91 14 9
11. Uttarpara College ...	51	58	50	...	...	2,836	253	3,089	.....	53 4 2	53 4 2
12. Hetampur „ ...	41	39	31	...	...	412	3,675	4,087	.....	104 12 9	104 12 9
13. Bishop's „ ...	14	31	30	...	...	...	30,550	30,550	.....	985 7 9	985 7 9
14. Bhunihar Brahman College, Muzaffarpur.	57	49	37	...	...	1,566	5,593	7,159	.....	146 1 8	146 1 8
15 Church Missionary Society's College.	18	19	17	...	...	538	2,080	2,618	.....	137 12 7	137 12 7
16. Dautalpur Hindu Academy	61	61	44	...	...	1,686	2,419	4,105	.....	67 4 9	67 4 9
17. Bankura Weslyan Mission College.	66	69	52	...	...	3,223	3,600	6,823	.....	98 14 1	98 14 1
18. Loreto House	1	4	4	...	...	120	770	890	.....	222 8 0	222 8 0
Total for 1906-07 ...	2,687	2,459	1,987	...	...	81,435	1,23,230	2,04,665	.....	83 3 9	83 3 9
Total for 1905-06 ...	2,881	2,762	2,196	...	...	1,01,672	76,417	1,77,649	.....	64 5 1	64 5 1
Grand Total for 1906-07 ...	5,190	4,860	3,925	3,23,619	2,150	2,63,803	2,13,438	8,08,010	68 0 11	98 3 2	166 4 1
Grand Total for 1905-66 ...	5,675	5,635	4,633	2,75,419	2,061	3,11,386	1,76,829	7,65,695	49 6 1	86 10 2	135 14 1
Grand Total for 1904-05 ...	6,400	6,771	5,012	2,68,978	...	3,12,222	1,81,956	7,62,556	43 9 4	80 1 3	123 9 1

No. 13.

Statement showing the results of First Arts Examination held in March 1907.

Name of College.	Number of candidates.	Number passed in the—			Total passed.	Percentage of success.
		First division.	Second division.	Third division.		
1	2	3	4	5	6	7
Government Colleges.						
1. Presidency College ...	101	19	20	12	51	50·5
2. Hooghly „	48	3	12	9	24	50
3. Krishnagar „	55	3	12	7	22	48·9
4. Patna „	61	9	18	16	43	70·5
5. Ravenshaw „	54	4	12	15	31	57·4
6. Bethune „	4	1	3	...	4	100
7. Sanskrit „	19	1	7	...	8	42·1
8. Calcutta Madrasah ...	30	1	9	1	11	36·6
Total for 1906-07 ...	**362**	**41**	**93**	**60**	**194**	**53·59**
Total for 1905-06 ...	**327**	**30**	**55**	**74**	**159**	**48·62**
Municipal Colleges.						
1. Midnapur College ...	35	...	3	4	7	20
2. Monghyr D. J. College ...	10	1	2	2	5	50
Total for 1906-07 ...	**45**	**1**	**5**	**6**	**12**	**26·66**
Total for 1905-06 ...	**50**	**3**	**5**	**13**	**21**	**42**
Aided Colleges.						
1. General Assembly's Institution	137	9	25	22	56	40·8
2. Free Church Institution ...	73	4	12	5	21	28·7
3. St. Xavier's College ...	74	1	7	17	25	33·7
4. L. M. S. College, Bhawanipur ...	30	2	4	4	10	33·3
5. Narail Victoria College ...	26	1	8	4	13	50
6. D. U. M., Hazaribagh ...	17	...	6	7	13	76·4
Total for 1906-07 ...	**357**	**17**	**62**	**59**	**138**	**38·65**
Total for 1905-06 ...	**338**	**7**	**56**	**89**	**152**	**44·97**
Unaided Colleges.						
1. Metropolitan Institution ...	179	3	29	25	57	31·8
2. City College	96	7	6	16	29	30·2
3. Albert „	35	...	6	8	14	22
4. Ripon „	219	5	24	51	80	36·5
5. Burdwan Raj College ...	42	2	11	10	23	54·7
6. Berhampore „ ...	100	3	10	17	30	30
7. T. N. Jubilee „ Bhagalpur	67	3	6	19	28	41·8
8. Bangabasi „ ...	84	6	12	9	27	32·1
9. Bihar National „	52	1	8	18	27	51·9
10. Central „ ...	22	...	4	7	11	50
11. Uttarpara „ ...	29	2	6	1	9	31
12. Hetampur „ ...	24	2	8	6	16	66·6
13. Bishop's „ ...	10	...	3	5	8	80
14. B. B. College, Muzaffarpur ...	29	...	3	9	12	41·4
15. C. M. S. Institution ...	15	...	5	1	6	40
16. Dautalpur Hindu Academy ...	36	1	4	12	17	47·2
17. W. M. College, Bankura ...	35	...	11	7	18	51·4
Total for 1906-07 ...	**1,074**	**35**	**156**	**221**	**412**	**38·36**
Total for 1905-06 ...	**1,032**	**17**	**84**	**222**	**323**	**31·29**
Grand Total for 1906-07 ...	**1,838**	**94**	**316**	**346**	**756**	**41·18**
Private candidates	46	...	6	7	13	28·2
Great Grand Total for 1906-07 ...	**1,884**	**94**	**322**	**353**	**769**	**40·81**
Grand Total for 1905-06 ...	(*a*)1,874	(*b*)59	(*c*)214	(*d*)429	(*e*)702	**37·45**

(*a*) Includes 127 private candidates.
(*b*) „ 2 „ „
(*c*) „ 14 „ „
(*d*) „ 31 „ „
(*e*) „ 47 „ „

No. 14.

Statement showing the results of the B. A. Examinations held in 1906-07 and 1905-06.

College.	A Course.						B Course.						Total.							Percentage of success
	Candidates.		Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	Candidates.		Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	Candidates.			Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.	Total.					1906-07.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Government Colleges.									1906-07.											
1. Presidency College.	57	78	1	19	24	44	31	46	3	12	16	31	88	124	212	4	31	40	75	34·4
2. Hooghly College.	7	23	...	2	5	7	5	12	...	1	4	5	12	35	47	...	3	9	12	25·5
3. Krishnagar College.	2	6	...	1	2	3	2	5	...	...	4	4	4	11	15	...	1	6	7	46·6
4. Patna College.	3	24	...	...	1	1	1	14	...	...	2	2	4	38	42	...	...	3	3	7·1
5. Ravenshaw College.	2	6	...	..	2	2	3	20	...	1	5	6	5	26	31	...	1	7	8	25·8
6. Bethune College.	...	6	...	...	2	2	...	...	...	...	...	...	...	6	6	...	...	2	2	35·3
Total ...	71	143	1	22	36	59	42	97	3	14	31	48	113	240	353	4	36	67	107	29·7
Aided Colleges.																				
1. General Assembly's Institution.	17	111	...	5	38	43	10	35	2	2	9	13	27	146	173	2	7	50	59	32·3
2. Free Church Institution.	11	46	...	1	11	12	6	20	1	2	11	14	17	66	83	1	3	24	28	31·3
3. St. Xavier's College.	2	23	...	1	6	7	6	21	...	1	5	6	8	44	52	...	2	11	13	21·1
4. L. M. S. College, Bhawanipur.	...	9	...	...	1	1	...	2	...	...	...	...	...	11	11	...	...	1	1	9·
Total ...	30	189	...	6	56	62	22	78	3	5	25	33	52	267	319	3	12	86	101	29 5
Unaided Colleges.																				
1. Metropolitan Institution.	11	110	...	...	22	22	...	31	...	...	5	5	11	141	152	...	...	27	27	16·4
2. City College	16	98	...	4	12	16	12	38	...	3	9	12	28	136	164	...	7	21	28	16·4
3. Ripon College.	6	117	...	...	19	19	7	76	...	2	8	10	13	193	206	...	2	27	29	14·
4. Berhampore College.	10	38	...	...	11	11	4	20	...	1	7	8	14	58	72	...	1	18	19	26·4
5. Tej Narayan Jubilee College.	4	32	..	...	2	2	2	14	..	...	1	1	6	46	52	...	...	3	3	5·7
6. Bangabasi College.	7	47	1	...	8	9	4	57	...	...	5	5	11	104	115	1	...	13	14	12·1
7. Bihar National College.	...	21	...	...	4	4	...	...	...	...	...	...	...	21	21	...	...	4	4	14·2
8. Central College.	3	11	...	...	6	6	...	...	...	...	...	...	3	11	14	...	...	6	6	28·5
9. Bishop's College.	2	1	...	1	1	2	...	...	...	...	...	...	2	1	3	...	1	1	2	66·6
10. B. B. College, Muzaffarpur.	...	4	...	...	1	1	...	...	...	...	...	...	...	4	4	...	...	1	1	25·
Total ...	59	479	1	5	86	92	29	236	...	6	35	41	88	715	803	1	11	121	133	15·8
Grand Total	160	811	1	33	178	213	93	411	6	25	91	122	253	1,222	1,475	8	59	275	342	22·1
Private candidates	37	64	...	1	8	9	3	19	...	1	2	3	10	83	93	...	2	10	12	12·9
Great Grand Total.	167	875	2	34	186	222	96	430	6	26	93	125	263	1,305	1,568	8	61	285	354	21·5

No. 14—*concluded.*

Statement showing the results of the B. A. Examination held in 1906-07 and 1905-06—concluded.

College.	A Course.						B Course.						Total.							Percentage of success
	Candidates.		Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	Candidates.		Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	Candidates.			Honour 1st Division.	Honour 2nd Division.	Pass.	Total passed.	1905-06.
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Government Colleges.									1905-06.											
Presidency College.	51	90	1	13	26	40	29	55	1	13	22	36	80	145	225	2	26	48	76	33·7
Hooghly College	1	17	...	...	6	6	5	10	...	2	1	3	6	27	33	...	2	7	9	27·2
Krishnagar College.	1	8	...	1	...	1	1	8	...	1	1	2	2	16	18	...	2	1	3	16·6
Patna College ...	10	32	...	2	13	15	1	7	...	...	4	4	11	39	50	...	2	17	19	38·0
Ravenshaw College.	1	10	...	1	3	4	1	19	...	...	10	10	2	29	31	...	1	13	14	45·1
Bethune College	...	4	...	...	2	2	...	...	...	...	...	...	...	4	4	...	...	2	2	50·0
Total ...	**64**	**161**	**1**	**17**	**50**	**68**	**37**	**99**	**1**	**16**	**38**	**55**	**101**	**260**	**361**	**2**	**33**	**88**	**123**	**34·0**
Aided Colleges.																				
General Assemblys' Institution.	12	113	...	3	29	32	8	45	1	...	15	16	20	158	178	1	3	44	48	26·9
Free Church Institution.	9	73	...	3	16	19	3	24	...	2	6	8	12	97	109	...	5	22	27	24·7
St. Xavier's College.	3	30	1	1	8	10	2	18	...	1	5	6	5	48	53	1	2	13	16	30·1
L. M. S. College, Bhawanipur.	...	9	...	...	4	4	...	...	...	...	...	...	...	9	9	...	...	4	4	44·4
Total ...	**24**	**225**	**1**	**7**	**57**	**65**	**13**	**87**	**1**	**3**	**26**	**30**	**37**	**312**	**349**	**2**	**10**	**83**	**95**	**27·2**
Unaided Colleges.																				
Metropolitan Institution.	13	114	...	2	19	21	...	36	...	...	10	10	13	150	163	...	2	29	31	19·0
City College ...	8	52	...	2	11	13	10	49	...	...	12	12	18	101	119	...	2	23	25	21·0
Ripon College ..	6	102	...	1	23	24	13	80	...	4	17	21	19	182	201	...	5	40	45	22·3
Berhampore College.	4	21	...	...	4	4	1	20	...	1	5	6	5	41	46	...	1	9	10	21·7
Tej Narayan Jubilee College.	...	35	...	...	6	6	2	11	...	1	3	4	2	46	48	...	1	9	10	20·8
Bangabasi College.	6	65	...	2	14	16	6	57	...	...	11	11	12	122	134	...	2	25	27	20·1
Bihar National College.	...	28	...	...	7	7	...	8	...	...	1	1	...	36	36	...	...	8	8	2·2
Doveton College	1	1	...	...	...	...	...	1	...	...	...	...	1	2	3	...	...	...	...	...
Central „	...	15	...	...	1	1	...	...	...	...	...	...	...	15	15	...	..	1	1	6·6
Bishop's „	2	3	...	2	2	4	...	...	...	...	...	...	2	3	5	...	2	2	4	80·0
Bhumihar Brahman College, Muzaffarpur.	...	14	...	...	3	3	...	2	...		...	...	...	16	16	...	...	3	3	18·7
Total ...	**40**	**450**	**...**	**9**	**90**	**99**	**32**	**264**	**...**	**6**	**59**	**65**	**72**	**714**	**786**	**...**	**15**	**149**	**164**	**20·8**
Grand Total	**128**	**836**	**2**	**33**	**197**	**232**	**82**	**450**	**2**	**25**	**123**	**150**	**210**	**1,286**	**1,496**	**4**	**58**	**320**	**382**	**25·5**
Private candidates	6	61	...	1	17	18	...	16	...	...	...	...	6	77	83	...	1	17	18	21·6
Great Grand Total.	**134**	**897**	**2**	**34**	**214**	**250**	**82**	**466**	**2**	**25**	**123**	**150**	**216**	**1,363**	**1,579**	**4**	**59**	**337**	**400**	**25·3**

No.

Statement showing the results of the M.A.

	English.		Sanskrit.						Pali.		Latin.		Hebrew.		Arabic.		Persian.	
			Group A.		Group B.		Group D.											
	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates	No. passed.	No. of candidates.	No. passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1906-1907.																		
Bangabasi College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
B. N. „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bishop's „ ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
City „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Duff „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
General Assembly's Institution.	13	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hooghly College ...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Krishnagar „ ...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnath „ ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. „ ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	..
Patna „ ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
Presidency	51	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sanskrit	...	...	5	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...
T. N. Jubilee ...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private Students ...	19	1	...	...	...	...	...	...	2	2	1	...	...	...	...	...	4	2
Total ...	91	24	5	2	1	1	...	...	2	2	1	...	...	...	...	...	6	4
1905-1906.																		
Bangabasi College ...	2	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Bishop's „ ...	1	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
City „ ...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...	...
Duff „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
General Assembly's Institution.	9	2	...	...	...	...	...	...	...	...	...	...	...	...	...		...	...
Hooghly College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnagar „ ...	1	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnath „ ...	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. „ ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Presidency „ ...	30	11	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private Students ...	14	5	1	...	...	...	...	...	1	...	...	...	1	...	...	...	6	2
Sanskrit College ...	...	...	6	1	...	...	2	1	...	...	...	...	...	...	...	..	...	...
Total ...	60	19	8	2	...	...	2	1	1	...	1	...	1	...	...	...	6	2

Government. — Percentage 1906-07.

Presidency	46·5
Hooghly	100
Krishnagar	...
Patna	66·6
Sanskrit	50

Aided.

General Assembly's Institution.	23·8
Free Church	31·8
L. M. S. Bhowanipur ...	33·3

Unaided.

Bangabasi	...
City	100
Bishop's	...
Berhampur	...
T. N. Jubilee ...	...
B. N. College	100
Private Students ...	25·8

Total percentage passed ...

15.

Examinations held in 1906-07 and 1905-06.

History.		Philosophy.		Mathematics.				Natural and Physical Service.										Total.	
				Group A.		Group B.		Chemistry.		Physics B.		Physics C.		Physics D.		Botany.		Geology.			
No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.	No. of candidates.	No. passed.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	1	...	...	...	1	...
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	1	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	1	...
...	...	...	...	1	1		...	...	...	...	...	...	...	...	...		...	...	...	1	1
2	1	20	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22	7
...	...	...	...	7	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	21	5
...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
...	...	...	...	...	...	...	...	...	...	...	...	..		...	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...	1	...	...	...	...	.	...	...	...	...	...	...	1	...
...	...	2	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	3	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2
12	3	7	2	1	1	13	9	7	5	...	...	21	14	...	...	...	...	2		114	53
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	0
2	...	5	2	5	1	4	1	...	...	2	2	...	...	...	...	3	2	1	1	48	14
16	**4**	**35**	**11**	**14**	**5**	**18**	**10**	**8**	**5**	**2**	**2**	**22**	**15**	...	...	**4**	**2**	**3**	**1**	**228**	**88**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	2	...	...	...	5	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	1	...
...	...	...	...	1	1	...	...	...	...	...	..		...	...	...	...	...	...	...	1	1
4	2	11	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	5
...	...	1	1	9	7	1	1	...	. .	...	...	...	...	.	...	...	...	...	...	20	11
...	...	...	...	...	...	...	..	...	...	...	...	1	1	...	...	...	...	...	...	1	1
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	.	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	..
10	4	3	1	...	...	15	7	5	1	...	...	12	4	...	..	...	...	...	...	76	29
1	...	11	1	5	2	...	...	...	...	7	5	2	2	...	...	2	2	...	...	51	19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	8	2
15	**6**	**29**	**6**	**15**	**10**	**16**	**8**	**5**	**1**	**7**	**5**	**15**	**7**	...	...	**4**	**2**	...		**185**	**69**

Percentage 1905-06.

38·1
100
...
...
25

55

33·3
...

...
100
...
33·3
...
...
37·2

38·6

No. 16.

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian boys for the years 1906-07. and 1905-06.

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	Average monthly number on rolls during the year.	Average daily attendance.	EXPENDITURE FROM—					Total.
					Public Funds.			Private Funds.		
					Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
High Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government—										
1906-07 ...	38	9,346	8,837	7,066	2,25,581	...	...	2,05,618	7,976	4,39,175
1905-06 ...	38	9,396	9,133	7,273	1,51,968	...	...	2,13,738	7,949	3,73,655
Managed by District or Municipal Boards—										
1906-07 ...	3	1,156	1,113	825	1,800	400	1,100	23,956	...	27,256
1905-06 ...	3	1,279	1,209	972	1,800	250	...	25,220	...	27,270
Aided by Government, District or Municipal Boards—										
1906-07 ...	182	29,829	29,175	22,311	6,693	2,567	5,319	3,99,315	1,31,244	6,15,138
1905-06 ...	184	30,550	30,019	22,688	72,631	2,619	6,237	4,09,593	1,20,447	6,11,527
Unaided—										
1906-07 ...	167	38,122	37,290	28,337	...	...	...	5,40,417	1,74,355	7,14,772
1905-06 ...	164	37,635	36,829	27,639	...	...	...	5,27,464	1,54,137	6,81,801
Total for 1906-07 ...	**390**	**78,453**	**76,415**	**58,539**	**3,04,074**	**2,967**	**6,419**	**11,69,306**	**3,13,575**	**17,96,341**
Total for 1905-06 ...	**389**	**78,860**	**77,190**	**58,572**	**2,26,399**	**2,869**	**6,237**	**11,76,015**	**2,82,533**	**16,94,053**
Middle English Schools.										
Managed by Government—										
1906-07 ...	3	268	256	208	8,421	...	...	1,998	...	10,419
1905-06 ...	3	300	294	233	7,245	...	...	2,291	...	9,536
Managed by District or Municipal Board—										
1906-07 ...	32	2,555	2,422	1,906	10	12,219	992	11,358	3,968	28,547
1905-06 ...	29	2,220	2,130	1,678	100	9,203	782	10,574	3,548	24,207
Aided by Government District or Municipal Board—										
1906-07 ...	487	33,836	33,095	27,074	21,250	83,505	5,757	1,86,159	1,22,257	4,18,928
1905-06 ...	471	31,670	31,559	24,803	18,833	82,224	4,968	1,76,210	1,13,921	3,96,156
Unaided—										
1906-07 ...	120	7,825	7,709	5,912	...	...	...	26,894	49,634	76,528
1905-08 ...	137	8,769	8,407	6,437	...	...	...	29,407	56,076	85,483
Total for 1906-07 ...	**642**	**44,484**	**43,482**	**35,100**	**29,681**	**95,724**	**6,749**	**2,26,409**	**1,75,859**	**5,34,422**
Total for 1905-06 ...	**640**	**42,959**	**42,390**	**33,151**	**26,178**	**91,427**	**5,750**	**2,18,482**	**1,73,545**	**5,15,382**
Middle Vernacular Schools.										
Managed by Government—										
1906-07 ...	18	1,258	1,184	848	7,895	...	400	2,053	418	10,766
1905-06 ...	17	1,194	1,077	813	7,498	...	323	1,946	401	10,168

No. 16—*concld.*

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian Boys for the years 1906-07 and 1905-06—concluded.

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Private Funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Middle Vernacular Schools—concluded.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by District or Municipal Board—										
1906-07 ...	105	6,681	6,245	4,869	...	38,898	1,338	15,324	2,475	58,035
1905-06 ...	104	6,528	6,134	4,852	64	36,253	930	15,351	3,265	55,863
Aided by Government, District or Municipal Boards—										
1906-07 ...	246	13,949	13,624	10,850	14,881	23,757	1,863	51,568	34,226	1,26,295
1905-06 ..	263	15,333	15,121	12,019	14,296	23,727	2,019	62,315	35,369	1,37,726
Unaided—										
1906-07 ...	40	2,462	2,380	1,895	...	...	...	5,405	11,841	17,246
1905-06 ...	43	2,642	2,545	2,015	...	...	...	4,746	11,192	15,938
Total for 1906-07 ...	**409**	**24,350**	**23,433**	**18,462**	**22,776**	**62,655**	**3,601**	**74,350**	**48,960**	**2,12,342**
Total for 1905-06 ...	**427**	**25,697**	**24,877**	**19,699**	**21,858**	**59,980**	**3,272**	**84,358**	**50,227**	**2,19,695**
Grand Total for 1906-07.	**1,441**	**1,47,287**	**1,43,350**	**1,12,101**	**3,56,531**	**1,61,346**	**16,769**	**14,70,065**	**5,38,394**	**25,43,105**
Grand Total for 1905-06.	**1,456**	**1,47,516**	**1,44,457**	**1,11,422**	**2,74,435**	**1,54,276**	**15,259**	**14,78,855**	**5,06,305**	**24,29,103**

No. 17.

Statement showing the result of the Entrance Examination of Schools for Indian Boys, 1905-06 and 1906-07.

Class of School.	1906. Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.	1907. Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Government schools.	41	803	35	102	169	306	38·1	42	772	96	266	153	515	66·7
Schools under private management—														
Aided ...	176	1,202	22	85	198	315	26·2	176	1177	102	358	187	647	55·0
Unaided	148	1,805	29	122	244	395	21·8	146	1,586	120	404	269	793	50·0
Total ...	**365**	**3,810**	**96**	**309**	**611**	**1,016**	**26·6**	**364**	**3,535**	**318**	**1,028**	**609**	**1,955**	**55·3**

No. 18.

Statement showing the results of the Government Collegiate Schools for 1905-06 and 1906-07.

Name of School.	1906.						1907.						Merit marks.	
	Number of students in the Entrance class on the 31st December 1905.	Number passed in the—					Number of students in the Entrance class on the 31st December 1906.	Number passed in the—						
		Number of candidates.	First Division.	Second Division.	Third Division.	Total.		Number of candidates.	First Division.	Second Division.	Third Division.	Total.	1906.	1907.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Hindu School	125	79	7	12	19	38	157	127	21	47	16	84	11·4	
Patna Collegiate School	22	14	1	1	4	6	...		...	...	...	...	2·1	
Hare School	47	27	3	7	2	12	57	36	7	11	8	26	6·3	
Hooghly Collegiate School	51	43	1	6	10	17	52	29	2	7	4	13	8·3	
Ravenshaw „ „	32	24	...	5	11	16	...	...	...	...	...	...	10·5	
Krishnagar „ „	30	12	2	2	5	9	...	...	...	...	...	...	4·5	
Sanskrit „ „	26	20	...	2	2	4	23	16	5	2	3	10	·9	
Anglo-Persian Department, Calcutta Madrasa	30	20	2	2	3	7	35	24	1	9	9	19	3·0	
Bethune Collegiate School	7	5	...	1	1	2	12	11	1	3	5	9	·8	

No. 19.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indian Boys during the year 1906-07.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations.														Passing no examination.	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru-training School.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit title examination.	Madrassah central examinations.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English—																		
Government	41	616	36	129	105	109	61	1	2	4	8	1	...	39	21	44	56	98
Aided	182	1,853	27	263	314	354	169	32	7	76	85	11	3	133	21	49	309	259
Unaided	167	1,954	47	318	343	368	98	22	8	66	81	7	4	164	31	34	363	269
Total ...	390	4,423	110	10	762	831	328	55	17	146	174	19	7	336	73	127	728	626
Middle English—																		
Government	35	175	...	1	7	35	41	14	6	11	29	6	...	...	4	3	18	10
Aided	487	2,204	1	1	122	410	392	115	53	319	322	59	14	7	2	14	373	230
Unaided	120	492	...	1	21	86	72	13	11	73	82	30	7	2	...	2	92	63
Total ...	642	2,871	1	3	150	531	505	142	70	403	433	95	21	9	6	19	483	303
Middle Vernacular—																		
Government	123	410	...	...	3	13	130	39	17	14	151	17	11	...	...	...	15	32
Aided	246	819	...	1	9	54	201	28	10	66	295	18	9	1	...	1	124	82
Unaided	40	124	...	...	2	8	27	5	3	10	54	4	...	1	...	...	10	23
Total ...	409	1,353	...	1	14	75	358	72	30	92	500	39	20	2	...	1	149	137
Upper Primary—																		
Government	196	479	...	...	...	1	28	20	43	21	246	93	1	...	...	...	26	30
Aided	2,655	4,526	...	...	...	34	31	118	329	453	1,645	1,010	362	3	3	4	534	437
Unaided	57	117	...	...	...	5	6	...	5	23	33	18	16	...	...	...	11	12
Total ...	2,908	5,122	...	...	...	40	65	138	377	497	1,924	1,121	379	3	3	4	571	479
Lower Primary—																		
Government	7	16	...	...	...	...	...	...	...	...	8	5	2	...	...	...	1	...
Aided	24,300	24,324	...	...	...	16	13	54	1,122	522	2,008	3,758	9,098	9	19	10	7,695	1,717
Unaided	6,739	6,703	...	...	...	1	2	5	209	86	308	755	2,186	...	...	1	3,150	412
Total ...	31,046	31,043	...	...	...	17	15	59	1,331	608	2,324	4,518	11,286	9	19	11	10,846	2,129
Grand Total ...	35,395	44,812	111	714	926	1,494	1,271	466	1,825	1,746	5,355	5,792	11,713	359	101	162	12,777	3,674

No. 20.

Qualification statement of Teachers in Government, Aided and Unaided Schools for Indian Girls during the year 1906-07.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations.														Passing no examination.	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru-training School.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit title examination.	Madrassah central examinations.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English—																		
Government	1	14	1	2	2	2	1	...	...	1	...	...	...	...	...	2	3	...
Aided	5	44	2	4	6	6	...	1	1	1	3	...	...	1	...	18	1	3
Unaided	1	10	2	1	...	2	...	...	...	...	...	..	...	...	...	...	5	...
Total ...	7	68	5	7	8	10	1	1	1	2	3	...	...	1	...	20	9	3
Middle English—																		
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	21	128	2	4	2	6	3	6	13	4	19	25	1	...	2	21	20	14
Unaided	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	21	128	2	4	2	6	3	6	13	4	19	25	1	...	2	21	20	14
Middle Vernacular—																		
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	10	34	...	...	...	...	2	1	...	4	9	1	3	...	...	2	12	7
Unaided	2	9	...		...	...	2	...	1	...	2	2	1	...	...	1	...	1
Total ...	12	43	...	...	...	...	4	1	1	4	11	3	4	...	...	3	12	8
Upper Primary—																		
Government	7	14	...	...	...	...	...	...	...	...	9	3	...	...	...	...	2	...
Aided	196	416	...	1	4	5	10	6	42	23	96	87	18	4	...	7	113	30
Unaided	6	20	...	...	...	6	...	...	1	11	...	1	...	...	...	...	1	...
Total ...	209	450		1	4	11	10	6	43	34	105	91	18	4	...	7	116	30
Lower Primary—																		
Government	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Aided	2,517	2,431	...	...	1	9	17	22	103	72	328	448	728	4	2	20	677	68
Unaided	491	479	...	...	..	...	...	1	14	17	64	74	193	...	2	1	113	5
Total ...	3,009	2,911	...	..	1	9	17	23	117	89	392	522	921	4	4	21	791	73
Grand Total ...	3,258	3,600	7	12	15	36	35	37	175	133	530	641	944	9	6	72	948	128

No. 21.

Primary Education.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian boys for 1906-07 and 1905-06.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1906.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Private Funds. Fees.	Private Funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs	Rs.	Rs.
Managed by Government.	99	4,216	3,919	2,765	23,360	236	59	2,056	15	25,726
Managed by District or Municipal Boards	97	8,576	8,140	5,990	...	27,044	734	1,985	487	30,250
Aided by Government or District or Municipal Boards.	2,655	1,21,617	1,16,370	92,961	38,935	1,42,059	16,853	1,88,484	65,363	4,51,694
Unaided ...	57	2,716	2,490	2,054	...	...	...	3,447	6,224	9,671
Total for 1906-07 ...	2,908	1,37,125	1,30,919	1,03,770	62,295	1,69,339	17,646	1,95,972	72,089	5,17,341
Total for 1905-06 ...	2,867	1,33,689	1,28,000	1,00,019	59,595	1,62,784	15,871	1,88,172	63,261	4,89,685*

No. 22.

Statement showing the attendance and Expenditure of Lower Primary Schools for Indian boys for 1906-07 and 1905-06.

						Rs.	Rs.	Rs.	Rs.	Rs.
Manage by Government.	2	29	26	22	179	18	...	...	...	197
Managed by District or Municipal Boards.	5	429	408	308	...	538	1,267	123	11	1,939
Aided by Government or District or Municipal Boards.	24,300	6,82,568	6,40,015	5,24,444	96,083	4,82,057	44,425	9,43,606	2,17,588	1,83,759
Unaided ...	6,739	1,33,304	1,19,552	1,01,394	...	...	...	2,03,146	44,386	2,47,532
Total for 1906-07 ...	31,046	8,16,330	7,60,001	6,26,168	96,262	4,82,613	45,692	11,46,875	2,61,985	20,33,427*
Total for 1905-06 ...	30,798	7,95,524	7,39,694	6,07,472	94,662	4,71,630	4,121	10,78,935	2,33,425	19,19,773*

* Including Sambalpur.

No. 23.

Statement showing the amount of Expenditure incurred in Primary Education for Indian Pupils in Bengal for 1906-07.

Class of School.	Number of—		Expenditure.					Total of Public Funds.	Total of Private Funds.
			Public Funds.			Private Funds.			
	Schools.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions and other sources.		
1	2	3	4	5	6	7	8	9	10
Primary Schools (Government and Aided.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... Upper ...	2,851	1,34,409	62,295	1,69,339	17,646	1,92,525	65,865	2,49,280	2,58,390
For Boys ... Lower ...	24,307	6,83,026	96,262	4,82,613	45,692	9,43,729	2,17,599	6,24,567	11,61,328
Total ...	27,158	817,435	1,58,557	6,51,952	63,338	11,36,254	2,83,464	8,73,847	14,19,718
For Girls ... Upper ...	203	9,988	31,941	4,712	4,138	5,636	49,783	40,791	55,419
For Girls ... Lower ...	2,518	54,006	50,115	65,407	8,162	9,037	57,846	1,23,684	66,883
Total ...	2,721	63,994	82,056	70,119	12,300	14,673	1,07,629	1,64,475	1,22,302
Total for all Primary Schools (including Government Aided and unaided *	37,172	10,25,843	2,40,613	7,22,071	75,638	13,58,386	4,54,897	10,38,322	18,13,283
Proportionate expepditure of the Primary Departments of all Secondary Schools for Indian pupils.	...	...	1,36,445	78,362	8,462	4,90,335	2,43,490	2,43,269	7,33,825
Grand Total *Direct Expenditure* on Primary Education for Indian pupils (male and female).	...	...	3,77,058	8,00,433	84,100	18,48,721	6,98,387	12,61,591	25,47,108
Indirect Expenditure.									
(1) Charges for abolished Primary Schools (including Primary Fund School).	...	...	2,897	18,342	1,116	...	...	22,355	...
(2) Charges for buildings and furniture for Primary Schools or for Technical or any other Schools paid from Primary Funds.	...	...	33,003	10,416	2,829	...	...	46,248	...
(3) Charges for Subordinate Inspecting Agency.	...	...	8,695	84,050	2,706	...	...	95,451	...
(4) Lower Primary Scholarships (including other Scholarships paid from Primary Fund).	...	...	5,103	33,737	278	...	...	39,118	...
(5) Miscellaneous charges incurred on Primary Education including charges incurred from Primary allotments, such as purchase of Prize-books, grants to Technical Schools, money-order commissions, &c.	...	...	10,766	34,328	2,342	...	...	47,436	...
(6) Charges for the conduct of Lower Primary Scholarship Examination.	...	...	15	504	...	...	...	519	...
(7) Add 80 per cent. of actual charges for Sub-Inspectors.	...	...	1,51,989	953	430	...	...	1,53,372	...
Total of Indirect Expenditure from Public Funds.	...	...	2,12,468	1,82,330	9,701	...	...	4,04,499	...
Grand Total of Direct and Indirect Expenditure from Public Funds.	...	...	5,89,526	9,82,763	93,801	...	...	16,66,090	...

* "Government schools" include schools managed by District and Municipal Boards and "Unaided schools" include schools in Native States.

No. 24.

Return showing the Expenditure from the Primary Grants under District and Municipal Boards and under the Department (including the one per cent. grant) and the general Progress of Primary Education during the year 1906-1907 and 1905-06.

District.	Population (Census of 1901).	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the Schools.	Total of columns 3 and 4.	Number of pupils passed in—				Of the pupils in Primary Schools during 1906-1907.			
					Standard IV.		Standard II.		The number in Standard I class.		The number in the third year of Infant class.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan Division.												
Burdwan ...	15,32,475	12,611	16,862	29,473	1,360	6	2,628	21	3,961	193	4,681	403
Birbhum ...	9,02,280	9,063	4,243	13,306	563	...	1,269	19	2,937	108	3,598	219
Bankura ...	11,16,411	17,770	6,004	23,774	791	6	2,159	52	5,281	282	5,923	508
Midnapore ...	27,89,114	30,918	24,527	55,445	1,060	41	4,683	148	14,367	953	18,674	1,748
Hooghly ...	10,49,282	18,324	7,133	25,457	774	12	1,995	55	4,125	355	5,078	664
Howrah ...	8,50,514	12,727	5,449	18,176	706	18	1,360	33	3,188	167	3,982	460
Total for 1906-1907.	82,40,076	1,01,413	64,218	1,65,631	5,254	83	14,094	328	33,859	2,058	41,936	4,002
Total for 1905-1906.	82,40,076	99,268	61,679	1,60,947	5,483	67	13,940	357	36,522	2,158	42,182	4,218
Presidency Division.												
24-Parganas ...	20,78,359	36,283	16,104	52,387	1,042	18	4,905	75	10,116	325	11,523	498
Nadia ...	16,67,491	25,554	3,750	29,304	1,023	...	1,585	23	2,870	184	4,242	495
Murshidabad ...	13,33,184	14,149	6,544	20,693	653	3	1,354	30	2,621	218	4,197	393
Jessore ...	18,13,155	24,009	4,099	28,108	685	2	1,566	18	4,398	312	5,203	361
Kulna ...	12,53,043	24,774	3,586	28,360	597	...	1,106	53	3,573	294	4,246	491
Total for 1906-1907.	81,45,232	1,24,769	34,083	1,58,852	4,000	23	10,516	199	23,578	1,333	29,411	2,238
Total for 1905-1906.	81,45,232	1,16,396	35,443	1,51,839	3,676	30	9,954	171	22,202	1,378	25,960	2,280
Calcutta.												
Calcutta ...	8,47,796	12,157	10,752	22,909	398	67	795	125	1,525	721	2,137	1,046
Total for 1906-1907.	8,47,796	12,157	10,752	22,909	398	67	795	125	1,525	721	2,137	1,046
Total for 1905-1906.	8,47,796	11,988	8,759	20,747	407	58	771	116	1,654	505	2,364	888
Patna.												
Patna ...	16,24,985	22,263	6,964	29,227	293	10	1,268	11	4,330	269	6,132	347
Gaya ...	20,59,933	22,963	10,794	33,757	121	...	840	9	2,907	175	4,921	395
Shahabad ...	19,62,696	24,880	6,121	31,001	213	1	694	3	2,122	11	3,302	54
Saran ...	24,09,509	21,535	7,488	29,023	214	3	606	8	1,859	70	2,716	213
Champaran ...	17,90,463	14,677	5,451	20,128	131	...	362	5	1,861	47	5,366	230
Muzaffarpur ...	27,54,790	29,705	9,593	39,298	266	1	666	32	3,203	156	5,145	346
Darbhanga ...	29,12,611	42,207	5,264	47,471	161	2	990	25	5,917	357	7,960	930
Total for 1906-1907.	1,55,14,987	1,78,230	51,675	2,29,905	1,399	17	5,426	93	22,199	1,085	35,542	2,515
Total for 1905-1906.	15,14,987	1,56,680	52,807	2,09,487	1,423	16	5,892	76	22,160	893	34,259	2,101

No. 24—*concluded.*

Return showing the Expenditure from the Primary Grants under District and Municipal Boards and under the Department (including the one per cent. grant) and general Progress of Primary Education during the year 1906-1907 and 1905-06—concluded.

District.	Population (Census of 1901).	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils passed in—				Of the pupils in Primary Schools during 1906-1907.			
					Standard IV.		Standard II.		The number in Standard I class.		The number in the third year of Infant class.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Bhagalpur Division.												
Monghyr ...	20,68,804	27,061	3,391	30,452	210	...	739	19	2,472	240	3,435	460
Bhagalpur ...	20,88,953	24,103	3,229	27,332	182	4	502	14	1,216	75	1,765	128
Purnea ...	18,74,794	19,372	3,785	23,157	127	...	469	9	1,312	24	2,689	258
Darjeeling ...	2,49,117	15,303	...	15,303	56	...	64	...	118	...	163	7
Sonthal Parganas	18,09,737	26,369	3,546	29,915	402	24	856	56	2,456	94	3,414	162
Total for 1906-07.	80,91,405	1,12,208	13,951	1,26,159	977	28	2,630	98	7,574	433	11,466	1,015
Total for 1905-06.	80,91,405	99,751	21,425	1,21,176	917	23	3,044	105	8,211	503	15,872	1,354
Orissa Division.												
Cuttack ...	20,62,758	32,646	6,559	39,205	428	11	945	42	4,544	135	11,140	422
Balasore ...	10,71,197	18,868	1,440	20,308	175	5	415	32	1,540	187	2,736	387
Angul ...	1,91,911	7,593	900	8,493	54	...	205	10	552	37	767	117
Puri ...	10,17,284	17,396	2,155	19,551	152	1	372	18	1,531	75	2,794	197
Sambalpur ...	6,38,992	...	...	...	91	...	918	43	1,132	143	1,135	220
Total for 1906-07.	49,82,142	76,503	11,054	87,557	900	17	2,855	145	9,299	577	18,572	1,343
Total for 1905-06.	49,82,142	72,742	13,807	86,549	832	18	2,685	124	10,797	723	19,212	1,449
Garjat Estate.												
Orissa Tributary Mahals.	19,47,802	8,241	3,527	11,768	204	1	570	12	1,827	59	3,195	133
Total for 1906-07.	19,47,802	8,241	3,527	11,768	204	1	570	12	1,827	59	3,195	133
Total for 1905-06.	19,47,802	8,021	3,014	11,035	161	...	450	19	1,794	38	3,224	126
Hazaribagh ...	11,77,961	19,903	3,791	23,694	89	1	318	19	957	27	1,471	64
Ranchi ...	11,87,925	22,428	1,785	24,213	258	27	741	98	2,028	162	3,648	259
Palamau ...	6,19,600	11,204	4,168	15,372	63	...	218	2	544	46	828	62
Manbhum ...	13,01,364	20,490	4,008	24,498	268	1	774	18	2,522	74	3,918	177
Singbhum ...	6,13,579	16,549	...	16,549	169	4	436	26	1,487	61	2,660	94
Total for 1906-07.	49,00,429	90,574	13,752	1,04,326	847	33	2,487	163	7,538	370	12,525	656
Total for 1905-06.	49,00,429	89,015	13,335	1,02,350	844	11	2,628	106	7,615	464	13,368	822
	5,26,69,869	7,04,095	2,03,012	9,07,107	13,979	269	39,373	1,163	1,07,399	6,636	1,54,784	12,948
	5,26,69,869	6,53,861	2,10,269	8,64,130	13,743	223	39,364	1,074	1,10,955	6,662	1,56,441	13,238

Figures for Hills not available as regards Columns 10—13.

No. 25.

(Training Schools.)

Statement showing the number of Training Schools for Masters and Mistresses and Pupils attending them for 1905-06 and 1906-07.

Class of School.	1905-1906.									
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
Training schools for Masters.	111	1,560	...	...	6	227	1	21	118	1,808
Training schools for Mistresses.	...	...	...	...	17	806	1	32	18	838
Total ...	111	1,560	...	...	23	1,033	2	53	136	2,646

Class of Schools.	1906-1907.											
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.		Average of increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
	12	13	14	15	16	17	18	19	20	21	22	23
Training schools for Masters.	112	1,475	...	...	6	256	1	24	119	1,755	+·8	—2·9
Training schools for Mistresses.	...	...	...	...	17	256	1	35	18*	291	...	65·3
Total ...	112	1,475	...	...	23	512	2	59	137	2,046	+·7	—22·7

* Excluding 1 school under Government with 20 pupils for European education.

No. 26.

Statement showing attendance and expenditure in Training Schools for 1905-06 and 1906-07.

Class of School.	Number of Schools.		Number of pupils.		Expenditure, 1906-1907.					Total.
					From Public Funds.			From Private Funds.		
	1905-1906.	1906-1907.	1905-1906.	1906-1907.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees and Fines.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Institutions for Masters—										
Government	111	112	1,560	1,475	1,39,908	1,331	...	4,353	137	1,45,729
Aided	6	6	227	256	4,788	...	...	...	8,022	12,810
Unaided	1	1	21	24	.....	...	...	...	1,548	1,548
Total ...	118	119	1,808	1,755	1,44,696	1,331	...	4,353	9,707	1,60,087
Training Schools for Mistresses—										
Government*	...	...	...	...	.....	...	...	...	.....	.....
Aided	17	17	806	256	18,554	64	...	3,189	10,185	31,992
Unaided	1	1	32	35	.....	...	...	...	480	480
Total ...	18	18	838	291	18,554	64	...	3,189	10,665	32,472
Grand Total ...	136	137	2,646	2,046	1,63,250	1,395	...	7,542	20,372	1,92,559
Total expenditure for 1905-1906 ...	...	...	...	...	1,46,108	1,005	143	7,126	43,770	2,03,152

* Excluding the statistics of Kurseong School under European education.

No. 27.

Statement showing results of the First Grade Training Schools for 1906-07.

Name of School.	Second Grade Certificate.					First Grade Certificate.					Total.		Percentage of sources.	Percentage of sources, 1906-07.
	Candidates examined.	Number passed.				Candidates examined.	Number passed.				Candidates examined.	Passed.		
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Calcutta	84	1	18	6	25	56	1	12	7	20	140	45	...	63·5
Hooghly	79	4	26	7	37	33	...	11	7	18	112	55	...	56·2
Krishnagar C. M. S. (Aided) ...	9	3	5	1	9	4	1	2	1	4	13	13	...	29·4
Total ...	173	8	49	14	71	93	2	25	15	42	265	113	...	...
Patna	...	...	...	...	...	...	...	...	...	...	65	37	...	76·2
Ranchi	33	1	8	1	10	17	...	3	1	4	50	14	...	58·9
Cuttack	33	...	10	9	19	13	...	4	4	8	46	27	...	56·4
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total for 1905-06 ...	245	12	90	32	134	163	8	82	24	114	408	248	...	...

No. 28.

Statement showing the results of English Teachership Examination for 1906-07.

Name of School.	First Grade.		Second Grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
Private, 1907	1	1	.....	.....	1	1
Do., 1905	.....	.....	.....	.....	.....	.....

No. 29.

Statement showing the attendance and expenditure of the Institution teaching Engineering and Surveying for 1906-07.

Name of Institution.	Number of institutions.	Number of pupils on the 31st March 1907.	Average monthly roll number.	Expenditure. From public funds. From Provincial Revenues.	From District Funds.	From Municipal Funds.	Expenditure. From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
Engineering College, Sibpur.				Rs.			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Civil Engineering College, Sibpur.	1	342	330	1,82,521	...	...	16,459	12,749	2,11,729	553 1 6	641 9 8
1905-1906	1	321	342	1,29,249	...	...	22,405	6,262	1,57,916	377 14 8	461 11 10
Government and aided Survey and Engineering Schools.											
1. Cuttack Survey School ...	1	99	94	4,399	...	...	1,178	...	5,577	46 12 9	59 5 3
2. Bihar School of Engineering	1	151	147	40,213	...	...	4,893	2,499	47,605	273 8 11	323 13 6
3. Angul Survey School (aided)	1	20	20	410	...	...	10	...	420	20 8 0	21 0 0
Total ...	3	270	261	45,022	..	...	6,081	2,499	53,602	172 8 0	205 5 11
Total for 1905-1906 ...	3	243	253	33,771	...	...	4,730	1,556	40,057	133 7 8	158 5 2
Grand Total for 1906-1907 ...	...	...	...	.....	...	...	.....	...	.....	.....	.....
Grand Total for 1905-1906	4	564	595	1,63,020	...	...	27,135	7,818	1,97,973	273 15 8	332 11 7

No. 30.

Statement showing the attendance and expenditure of the Institutions, teaching Art, Industry, Agriculture and Commerce for 1906-07.

Name of School.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1907.	Average monthly number on the rolls.	Expenditure. From public funds. Provincial Revenues.	District Funds.	Municipal Funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
Art, Industry, Agriculture and Commerce.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art ...	1	252	201	23,191	...	...	5,969	...	29,160	115 6 1	145 1 2
2. Aided School of Art in Calcutta ...	1	104	75	...	...	100	900	2,690	3,690	1 5 4	49 3 2
3. Unaided School of Art in Calcutta	2	134	150	...	...	...	3,000	6,648	9,648	.....	64 5 1
Total ...	**4**	**487**	**426**	**23,191**	**...**	**100**	**9,869**	**9,338**	**42,498**	**54 10 9**	**99 12 2**
1905-06 ...	4	459	396	59,508	...	...	10,741	8,398	78,647	150 4 4	198 13 8
Government Industrial School.											
1. Ranchi Industrial School ...	1	77	76	7,278	...	...	515	308	8,101	95 12 3	106 9 6
1905-06 ...	1	81	69	4,524	...	...	482	830	5,836	65 9 0	84 9 2
Board Industrial Schools.											
1. Burdwan Technical School ..	1	54	43	...	1,776	240	930	257	3,203	46 14 2	74 7 10
2. Khulna, ditto ...	1	40	36	...	1,943	...	437	...	2,380	53 15 7	66 1 9
3.* All the Technical Schools in Patna	4	54	51	...	1,300	...	...	26	1,326	25 7 10	26 0 0
4. Technical School in Bhagalpur ...	1	22	18	350	1,988	...	484	102	2,924	129 14 3	162 7 1
Total ...	**7**	**170**	**148**	**350**	**7,007**	**240**	**1,851**	**385**	**9,833**	**51 5 4**	**66 7 1**
1905-06 ...	6	116	121	...	4,812	240	1,007	482	6,541	41 12 0	54 0 11

Aided Industrial Schools.												
Burdwan	2	55	53	240	1,098	...	433	1,223	2,994	25 3 11	56 7 10	
Presidency	2	56	56	840	...	...	...	11,931	12,771	15 0 0	228 0 10	
Calcutta	5	284	245	1,380	...	100	...	10,975	12,455	6 0 8	50 13 5	
Orissa	2	90	84	690	...	...	...	1,020	1,710	8 3 5	20 5 9	
Chota Nagpur	27	432	417	1,453	1,550	24	...	3,309	6,336	7 4 2	15 3 1	
Total ...	**38**	**917**	**855**	**4,603**	**2,648**	**124**	**433**	**28,458**	**36,266**	**8 10 0**	**42 6 8**	
1905-06 ...	25	696	628	3,430	1,933	74	284	17,935	23,656	8 10 6	37 10 8	
Unaided Industrial Schools.												
Burdwan	1	14	14	...	...	...	...	50	50	.....	3 9 2	
Presidency	1	28	28	...	...	...	...	500	500	.....	17 13 9	
Patna	1	10	9	...	...	...	...	125	125	.....	13 14 3	
Orissa	1	26	22	...	...	...	233	103	336	.....	15 4 1	
Chota Nagpur	2	33	29	...	...	...	2	984	986	.....	34 0 0	
Total ...	**6**	**111**	**102**	**...**	**...**	**...**	**235**	**1,762**	**1,997**	**.....**	**19 9 3**	
1905-06 ...	9	105	110	...	...	...	200	620	820	.....	7 7 3	
GRAND TOTAL OF INDUSTRIAL SCHOOLS FOR 1906-07	52	1,275	1,181	12,231	9,655	364	3,034	30,913	56,197	18 13 5	47 9 4	
GRAND TOTAL OF INDUSTRIAL SCHOOLS FOR 1905-06	41	998	928	7,954	6,754	314	1,973	19,867	36,853	16 2 10	39 11 4	
Agriculture.												
The Agricultural class attached to the Civil Engineering College, Sibpur ...	1	24	22	10,097	...	...	1,155	...	11,252	458 15 3	511 7 3	
Seri-Agricultural School (Midnapore) ...	1	5	3	...	360	...	...	107	467	120 0 0	155 10 8	
Total ...	2	29	25	10,097	360	...	1,155	107	11,719	418 4 6	468 12 2	
Total for 1905-06 ...	2	26	27	8,057	360	...	1,040	...	9,457	311 11 10	350 4 1	
Unaided Commercial School in Calcutta	2	54	47	...		...	3,428	50	5,478	... ..	74 0 0	
1905 ...	2	109	105	...	...	...	4,676	158	4,834	.. ...	46 0 7	

No. 31.

FEMALE EDUCATION.

Statement showing the number of Girls in Primary and Secondary Schools for Indian Pupils for 1905-1906 and 1906-1907.

	1905-1906.		1906-1907.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Managed by Government	8	634	8	630
Ditto District or Municipal Boards	.....	.....	1	47
Aided by Government or by District or Municipal Boards.	2,440	59,302	2,749	66,542
Unaided	429	7,819	500	8,548
Total ...	**2,877**	**67,755**	**3,258**	**75,767**
Girls in Boys' schools	.....	43,446	.....	46,597
GRAND TOTAL ...	.....	**1,11,201**	.....	**1,22,364**
Deduct Boys in Girls' schools ...	.....	2,123	.....	2,432
Net number of Girls ...	.....	1,09,078	.....	1,19,882

No. 32.

Statement showing the number of Girls' attending different classes of schools for Indian pupils for the last five years.

YEAR.	High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
1	2	3	4	5	6	7
1902-03 ...	439	173	1,008	9,419	65,651	76,696
1903-04 ...	492	238	901	11,157	101,320	114,108
1904-05 ...	522	1,372	854	12,465	87,333	102,546
1905-06 ...	556	1,463	826	14,064	92,169	109,078
1906-07 ...	645	1,973	816	14,595	101,853	119,882

No. 33.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian Girls for 1906-07.

Class of School.	Number of schools.	Number on the rolls on 31st March 1907.	Average monthly roll number.	Average daily attendance.	Expenditure. From public funds. Provincial revenues.	District Funds.	Municipal Funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government.	8	630	590	434	20,126	6	...	3,986	...	24,118
Managed by District or Municipal Boards.	1	47	40	34	...	...	153	47	201	401
Aided by Government or by District or Municipal Boards.	2,741	66,542	62,682	47,695	1,29,215	70,323	13,421	39,257	1,79,154	4,31,370
Unaided	500	8,548	7,839	6,442	...	...	...	2,066	16,244	18,310
Total for 1906 07 ...	**3,258**	**75,767**	**71,151**	**54,605**	**1,49,341**	**70,329**	**13,574**	**45,356**	**1,95,599**	**4,74,199**
						2,33,244			**2,40,955**	
Do. „ 1905-06 ...	**2,877**	**67,755**	**64,119**	**48,975**	**1,17,031**	**58,433**	**11,320**	**46,440**	**1,66,613**	**3,99,837**
						1,86,784			**2,13,053**	
Do. „ 1904-05 ...	**2,563**	**61,432**	**58,477**	**44,338**	**94,906**	**51,784**	**9,318**	**33,355**	**1,67,743**	**3,57,106**
						1,56,008			**2,01,098**	
Do. „ 1903-04 ...	**2,367**	**56,753**	**52,003**	**40,285**	**87,363**	**44,101**	**8,277**	**34,012**	**1,68,375**	**3,42,128**
						1,39,741			**2,02,387**	
Do. „ 1902-03 ...	**1,797**	**45,551**	**41,627**	**31,376**	**79,389**	**33,700**	**6,954**	**29,746**	**1,74,277**	**3,24,066**
						1,20,043			**2,04,023**	

No. 34.

European Schools and Scholars.

	31st March 1906. Number of schools.	Number of scholars. Boys.	Girls.	Total	31st March 1907. Number of schools.	Number of scholars. Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools { Government	2	164	117	281	2	177	98	275
Secondary Schools { Aided ...	38	2,636	2,624	5,160	40	2,761	2,653	5,414
Secondary Schools { Unaided ..	3	826	...	826	2	603	...	603
Total ...	43	3,626	2,641	6,267	44	3,541	2,751	6,292
Primary Schools { Aided ..	22	615	757	1,372	24	684	843	1,527
Primary Schools { Unaided ...	1	3	6	9	1	2	5	7
Total ...	23	618	763	1,381	25	686	848	1,534
Special Schools { Government	...	...	...	...	1	...	20	20
Special Schools { Aided ...	...	...	...	...	2	31	72	103
Total ...	...	...	...	.	3	31	92	123
Government Schools	2	164	117	281	3	177	118	295
Aided „	60	3,251	3,281	6,532	66	3,476	3,568	7,044
Unaided „	4	829	6	835	3	605	5	610
Grand Total of all Schools ...	66	4,244	3,404	7,648	72	4,258	3,691	7,949

No. 35.

Expenditure upon European Schools.

	1905-06.		1906-07.	
	Government expenditure.	Total expenditure.	Government expenditure.	Total expenditure.
1	2	3	4	5
Direct expenditure.	Rs.	Rs.	Rs.	Rs.
Training College	1,886	1,886	3,755	3,755
Commercial Schools ...	200	3,770	1,150	1,858
Government Schools (Secondary) ...	39,646	49,572	51,399	6,3,561
Secondary Schools	(a) 1,44,963	4,74,323	(b) 1,86,931	5,94,431
Primary „	28,025	75,299	32,799	80,387
Pupil Teachers	350	350	...	...
Total ...	2,15,070	6,05,200	2,76,034	7,43,992
Indirect expenditure.				
Boarding charges	(c) 28,614	4,42,969	(d) 20,263	5,23,494
Building and furniture	59,031	2,22,024	1,12,786	3,77,423
Scholarships	5,908	5,908	7,232	7,232
Cadets	6,924	7,406	6,972	8,035
Annual examination	2,483	4,473	2,559	4,689
Superintendence	13,002	13,002	10,952	10,952
Contingencies and miscellaneous ...	(e) 8,971	69,227	6,771	1,01,474
Total ...	1,24,933	7,65,009	1,67,535	10,33,299
GRAND TOTAL ...	3,40,003	13,70,209	4,43,569	17,77,291

(a) This amount includes a special Imperial grant of Rs. 20,000 and a grant of Rs. 1,800 to the College Department of St. Pal's School, Darjeeling, not paid through this office.

(b) This amount includes a special Imperial grant of Rs. 21,875 and a grant of Rs. 1,800 to the College Department of St. Pal's School, Darjeeling, not paid through this office.

(c) Appropriated as follows :—Rs. 4,980 by the Training College, Rs. 14,406 by the Victoria School, and Rs. 9,228 by the Dow Hill School.

(d) Appropriated as follows :—Rs. 3,105 by the Training College, Rs. 11,781 by the Victoria School, and Rs. 5,377 by the Dow Hill School.

(e) The amount transferred to this object from the maintenance and other Government grants to aided schools.

No. 36.

European Schools classified according to control.

MANAGEMENT.	31ST MARCH 1906.			31ST MARCH 1907.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	2	281	3·67	3	295	3·71
Church of England ...	11	1,348	17·63	11	1,316	16·55
Do. of Scotland ...	1	140	1·83	1	172	2·16
Roman Catholic ...	28	4,416	57·74	28	4,237	53·30
Non-Conformist ...	7	553	7·23	6	524	6·59
Undenominational ...	16	746	9·76	22	1,223	13·40
Jewish	1	164	2·14	1	182	2·29
Total ...	66	7,648	100·00	72	7,949	100·00

No. 37.

High School and Scholarship Examination.

	1905.									1906.								
	Competing schools.	Candidates.	Absentees.	Successful candidates. First Division.	Second Division.	Third Division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful candidates. First Division.	Second Division.	Third Division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age—																		
Boys ...	5	24	1	4	3	2	9	39·1	5	5	26	...	1	8	5	14	58·3	7
Girls ...	10	16	...	...	3	2	5	31·2	3	8	11	...	...	...	1	1	9·0	1
Total ...	15	40	1	4	6	4	14	35·9	8	13	37	...	1	8	6	15	40·5	8
Candidates 17 years of age and upwards—																		
Boys ...	5	18	...	1	1	2	4	22·2	...	5	36	...	...	9	7	16	44·4	...
Girls ...	10	18	1	...	...	2	2	11·8	...	7	19	...	...	2	2	4	21·1	...
Total ...	15	36	1	1	1	4	6	17·1	...	12	55	...	...	11	9	20	36·3	...
Both Classes ...	17	76	2	5	7	8	20	27·0	8	14	92	...	1	19	15	35	38 0	8

No. 38.

Middle School and Scholarship Examination.

	1905.									1906.								
	Competing Schools.	Candidates.	Absentees.	Successful Candidates. First Division.	Second Division.	Third Division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful candidate First Division.	Second Division.	Third Division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age—																		
Boys ...	5	16	...	...	...	...	...	...	6	9	34	...	...	...	...	...	...	8
Girls ...	12	17	...	...	...	...	...	...	6	10	16	...	...	...	...	...	...	4
Total ...	17	33	...	...	...	...	...	...	12	19	50	...	...	...	...	...	...	12
Candidates 15 years of age and upwards—																		
Boys ...	8	49	3	1	3	1	5	10·9	...	6	40	2	...	7	7	14	35·0	...
Girls ...	17	36	1	...	1	8	9	25·7	...	14	35	...	...	4	11	15	42 9	...
Total ...	25	85	4	1	4	9	14	17·3	...	20	75	2	...	11	18	29	38·7	...
Both classes ...	25	118	4	1	4	9	14	12·3	...	90	125	2	...	11	18	29	...	...

No. 39.

Primary Scholarship Examination.

		1905.				1906.			
		Competing schools.	Candidates.	Absentees.	Scholarships gained.	Competing schools.	Candidates.	Absentees.	Scholarships gained.
1		2	3	4	5	6	7	8	9
Candidates under 12 years of age.	Boys ...	7	42	2	6	11	48	5	9
	Girls ...	17	39	4	14	16	37	3	11
Total	...	24	81	6	20	27	85	8	20

No. 40.

(MUHAMMADAN EDUCATION.)

CLASS OF INSTITUTION.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.
1	2	3	4	5	6	7
Public Instruction.						
Arts Colleges	5,675	5,190	361	341	6·3	6 6
Professional Colleges ...	2,159	2,063	94	79	4·3	3·8
High Schools	82,174	81,794	7,075	7,203	8·6	8·8
Middle English Schools ...	48,059	50,097	4,209	4,399	8·7	8·8
Do. Vernacular Schools	26,415	25,067	2,452	2,527	9·2	10·1
Upper Primary Schools ...	1,44,544	1,49,004	15,848	15,645	13·7	13·9
Lower „ „ ...	8,51,045	8,78,373	1,20,723	1,27,135	...	...
Training Schools ...	2,672	2,066	139	137	5·2	6·6
Technical and other schools	11,266	19,848	903	8,318	8·0	41·9
Madrassahs	1,248	1,512	1,248	1,509	100·0	99·8
Total ...	**11,75,257**	**12,15,014**	**1,53,052**	**1,67,293**	**13·0**	**13·8**
Private Institutions.						
Advanced	17,351	16,393	8,501	8,325	48·9	50·8
Elementary Teaching—Vernacular.	26,819	24,639	2,512	2,330	9·2	9·4
Teaching the Koran only ...	6,327	5,726	6,322	5,723	99·9	99·9
Other schools not conforming to departmental standards.	6,524	7,266	1,458	684	22 3	9·4
Total ...	**57,021**	**54,024**	**18,853**	**17,062**	**33·0**	**31·6**
GRAND TOTAL ...	**12,32,278**	**12,69,038**	**1,71,905**	**1,84,355**	**13·9**	**14·5**

No. 41.

(MUHAMMADAN EDUCATION.)

Statement showing the results of the Central Examination of Madrassahs during 1906-07.

NAME OF MADRASAH.	1905-06.					1906-07.				
	Number of candidates.	Passed in the—				Number of candidates.	Passed in the—			
		First Division.	Second Division.	Third Division.	Total.		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6	7	8	9	10	11
Calcutta ...	68	26	9	18	53	82	30	16	12	58
Hooghly ...	28	7	3	5	15	35	10	4	3	17
Sasaram ...	5	...	...	1	1	6	...	4	1	5
Total ...	**101**	**33**	**12**	**24**	**69**	**123**	**40**	**24**	**16**	**80**

No. 42.

(MUHAMMADAN EDUCATION.)

Statement showing the success attained by Muhammadan Candidates at the different University and Departmental Examinations for 1906-07.

EXAMINATION.	NUMBER OF SUCCESSFUL CANDIDATES.				PERCENTAGE OF MUHAMMADANS.			
	Muhammadans.		Total.		Among successful Candidates.		Under Instruction.	
	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.	1905-06.	1906-07.
1	2	3	4	5	6	7	8	9
M. A. ...	2	5	69	88	2·8	5·7		
B. A. ...	33	11	400	354	8·2	3·1	6·3	6·6
F. A. ...	33	54	702	769	4·7	7·0		
Entrance ...	50	124	1,034	2,000	4·8	6·2	8·6	8·8
Middle Scholarship.*	684	771	7,813	8,174	8·7	9·4	8·9	9·2
Upper Primary.*	1,409	1,381	13,984	14,268	10·0	9·7	13·7	13·9
Lower Primary.*	4,839	5,079	40,438	40,536	11·9	12·5		
	7,050	**7,425**	**64,440**	**66,189**	**10·9**	**11·2**	**12·9**	**13·2**

* The figures refer to the results of the several standard examinations

No. 43.

Statement showing the progress in education made by Pupils of aboriginal and backward races, and of the indigent classes of different creed and caste in Bengal for 1906-07.

No.	Caste and creed of the pupils of indigent clases.	Total number of such pupils (on the 31st March 1907) attending institutions.			Who passed in 1906-1907 at the—													
					Entrance Examination.		Standard VI or Middle Standard.				Standard IV or Upper Primary Standard.				Standard II or Lower Primary Standard.			
					Number passed.	Number gained scholarships*	Number passed.		Number gained scholarships.		Number passed.		Number gained scholarship.		Number passed.		Number gained scholarships.	
		Public.	Private.	Total.			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8		9		10		11		12		13	
1	Hindus (*bonâ-fide* low classes.	40,330	1,120	41,450	3	...	71	1	4	1	183	6	6	1	995	19	44	2
2	Muhammadans (*bonâ-fide* indigent classes).	21,409	1,477	22,886	2	...	28	...	1	...	67	...	4	...	425	...	14	...
3	Native Christians (non-aboriginal). (*bonâ-fide* indigent classes).	2,757	42	2,799	...	...	12	2	...	...	29	20	...	1	82	52	1	1
4	Native Christians (aboriginal).	9,789	625	10,414	...	...	107	7	4	1	218	54	3	1	355	122	6	3
5	Aboriginal (non-Christians).	35,318	182	35,722	...	...	42	1	2	...	140	...	3	...	709	12	42	3

No.	Total.	
	Number of scholarships gained.	
1	14	
	Boys.	Girls.
1	45	4
2	19	...
3	1	2
4	13	5
5	47	3

No. 44.

(PHYSICAL TRAINING.)

Statement showing the names of High Schools, Division by Division, in which drill was not systematically practised during 1906-07.

BURDWAN DIVISION.

District.	Name of school.	Government, aided or unaided.
Bankura ...	Indas	Unaided.
Howrah ...	Panitras	Aided.
	Ripon Collegiate	Unaided.
	Sibpur	Do.

PRESIDENCY DIVISION.

Nadia ...	Santipur Oriental Academy ...	Unaided.
	Bara Jugulia	Do.

CALCUTTA.

Calcutta ...	American Methodist Institution ...	Unaided.
	Athæneum Institution ...	Do.
	Bangabasi Collegiate School ...	Do.
	Calcutta Academy	Do.
	Calcutta High	Do.
	Victoria Memorial Institution ...	Do.
	Cotton Institution	Do.
	Kalighat High	Do.
	Khelat Chandra Institution ...	Do.
	Kumar Radha Prosad Institution	Do.
	L. M. S. Institution, Bhawanipur...	Do.
	Md. Laik's Jubilee Institution ...	Do.
	Metropolitan Institution, Bowbazar Branch.	Do.
	Mitra Institution	Do.
	New Indian School	Do.
	Ripon Collegiate School ...	Do.
	Sil's Free School	Do.
	Syambazar Vidyasagar School ...	Do.
	St. Mary's School	Do.
	Srikrishna Pathsala	Do.
	Vidyasagar Institution ...	Do.

PATNA DIVISION

Patna ...	Diamond Jubilee H. E. School ...	Unaided.
	Aryan Anglo-Sanskrit H. E. School, Dinapur	Do.
Gaya ...	Gaya-Sahebgung H. E. School ...	Do.

BHAGALPUR DIVISION.

Bhagalpur ...	Tej Narayan Collegiate School ...	Unaided.

ORISSA DIVISION.

Nil.

ORISSA TRIBUTARY MAHALS.

Nil.

CHOTA NAGPUR DIVISION.

Hazaribagh ...	D. U. M. Collegiate School ...	

SUBSIDIARY TABLE I.

Return of Schools aided from the Grant-in-aid allotment, the Circle grant, and the Government Estates grant in Bengal during the year 1906-07.

Class of Schools.	Number of schools.	Number of scholars.	Received from—(a)							Remarks.
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Boys ... High English ...	167	27,488	90,504	...	3,672	3,72,391	85,741	48,580	6,00,888	
Middle „ ...	83	7,784	31,560	396	4,149	44,655	30,333	7,685	1,18,718	
„ Vernacular ...	31	2,602	6,125	...	1,398	13,287	6,891	862	28,563	
Upper Primary ...	106	4,317	25,323	236	167	2,160	1,909	1,868	31,663	
Lower „ ...	259	7,609	14,337	394	537	1,949	6,417	4,861	28,495	
Total ...	646	49,800	1,67,789	1,026	9,923	4,34,442	1,31,291	63,856	8,03,327	
For Girls ... High English ...	5	443	24,084	...	404	16 105	1,240	16,506	58,339	
Middle „ ...	20	1,907	22,381	30	480	8,182	30,089	13,781	74,943	
„ Vernacular ...	7	560	2,219	...	390	344	2,993	192	6,138	
Upper Primary ...	106	6,967	31,009	68	4,377	5,246	29,490	18,397	88,587	
Lower „ ...	197	7,932	34,297	106	2,087	4,011	30,572	8,256	79,329	
Total ...	335	17,809	1,13,990	204	7,738	33,838	94,384	57,132	3,07,336	
Special Schools—										
Training Schools For Masters ...	108	1,239	1,01,549	679	...	4,275	7,515	263	1,14,281	
„ Mistresses ...	17	256	19,584	64	..	3,189	6,105	4,080	33,022	
Other Special Schools	206	5,083	21,508	132	1,902	5,352	20,472	24,844	74,210	
Total for Special Schools ...	331	6,578	1,42,641	875	1,902	12,816	34,092	29,187	2,21,513	
Grand Total for 1906-07 ...	1,312	74,187	4,24,420	2,105	19,563	4,81,146	2,59,767	1,50,175	13,37,176	
B.—Circle Schools (Departmental).										
For Boys ... Middle Vernacular ...	47	2,218	8,761	...	...	4,215	251	211	13,438	
Upper Primary ...	46	1,868	5,156	184	...	2,235	193	173	7,944	
Lower „ ...	1	29	107	...	...	60	...	...	167	
Total ...	94	4,115	14,024	184	...	6,510	447	384	21,549	

For Girls ...	Middle Vernacular ...	...	...	...	...	...	...	...	...	...
	Upper Primary ...	...	...	...	...	...	...	...	...	...
	Lower „ ...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...
GRAND TOTAL OF CIRCLE SCHOOLS FOR 1906-07		**94**	**4,115**	**14,024**	**184**	...	**6,510**	**447**	**384**	**21,549**
C.—GOVERNMENT ESTATES SCHOOLS.										
For Boys ...	Middle Vernacular ...	1	73	282	...	...	70	...	...	352
	Upper Primary ...	236	11,428	16,479	4,175	1,318	11,340	1,811	1,129	36,252
	Lower „ ...	1,905	49,282	45,769	15,878	4,637	68,719	3,480	9,253	1,47,736
	Total ...	**2,142**	**60,788**	**62,530**	**20,053**	**5,955**	**80,129**	**5,291**	**10,382**	**1,84,340**
For Girls ...	Middle Vernacular ...									
	Upper Primary ...	15	346	1,017	750	...	...	12	7	1,786
	Lower „ ...	106	2,860	4,561	1,503	1,056	369	1,215	493	9,197
	Total ...	**121**	**3,206**	**5,578**	**2,253**	**1,056**	**369**	**1,227**	**500**	**10,983**
Special Schools		9	145	1,962	...	...	162	...	30	2,154
GRAND TOTAL OF GOVERNMENT ESTATES SCHOOLS FOR 1906-07 ...		**2,272**	**64,139**	**70,070**	**22,306**	**7,011**	**80,660**	**6,518**	**10,912**	**1,97,477**

SUBSIDIARY TABLE II(*a*).

Return of expenditure from Provincial Revenues (including the amount, if any, sanctioned from the Imperial grant, and the one per cent. grant for Primary Education in Government Estates) allotted for Primary Education in non-Board districts or areas in the Lower Provinces of Bengal for Native Schools during the year 1906-07.

[Schools aided under the Grant-in-aid Rules and the Circle Fund Schools are to be excluded.]

A.—PRIMARY SCHOOLS.

Class of Schools.		Number of schools.	Number of pupils on 31st March.	Amount paid in		Total.
				Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1		2	3	4	5	6
				Rs.	Rs.	Rs.
For Boys ...	Upper Primary	373	17,563	26,599	3,358	29,957
	Lower Primary	2,182	61,669	69,479	5,617	75,096
For Girls ...	Upper Primary	17	807	2,324	91	2,415
	Lower Primary	280	6,850	9,581	1,299	10,880
Total for 1906-07 ...		2,852	86,889	1,07,983	10,365	1,18,348
Total for 1905-06 ...		2,861	85,479	1,05,472	12,140	1,17,612

Summary of payments for Primary Education.

	1906-07.	1905-06.
	Rs.	Rs.
Total payments made to Primary schools.	1,18,348	1,17,612
Payments to Primary schools under the District Board or Department, such as are not included in the above table.	11,335	8,791
Charged for abolished schools	1,613	1,616
Buildings and furniture ...	12,075	3,468
Subordinate inspecting agency	8,602	8,146
Scholarships	2,941	2,475
Miscellaneous	13,612	6,995
Total Payments ...	1,68,526	1,49,103
Add 80 per cent. of the actual charges on account of Sub-Inspectors.	1,51,989	21,626
Grand Total ...	3,20,515	1,70,729
Total allotment for primary education under the Department (see details below).	1,73,320	1,50,513

Details of "Miscellaneous."

	1906-07.	1905-06.
	Rs.	Rs.
Contributions to schools other than Primary schools.	9,322	3,175
Amount spent on prize-books for Primary school pupils.	1,868	632
Commission for money-orders ...	1,017	1,022
Examination charges ...	15	17
Stipends held in Training and Technical schools and in Professional College.	...	...
Contingencies	1,895	2,149
Total ...	14,112	6,995

Details of different Funds.	Allotment for 1906-07.	Expenditure.	Savings.	Excess.	Remarks.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
(*a*) Allotment for primary education in non-Board districts, municipalities and cantonments, originally made by the Director of Public Instruction.	92,275	92,232	86	43	
(*b*) The amount sanctioned from the Imperial grant and placed at the disposal of the District Officer.	28,266	24,117	4,201	52	
Additional allotments, if any, made subsequently under separate orders.	11,430	11,565	...	135	
Sonthal Education Fund...	8,974	8,975	...	1	
4. One per cent. grant ...	32,375	32,137	238	...	
Total ...	1,73,320	1,69,026	4,525	231	
Net savings			4,294		

SUBSIDIARY TABLE II(*b*).

Return of expenditure from District Funds (including the amount, if any, sanctioned from the Imperial grant) allotted for Primary Education under the control of the District Boards in Bengal during the year 1906-07.

[Schools aided under the Grants-in-aid Rules are to be excluded.]

B—PRIMARY SCHOOLS.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in—		Total.
			Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For Boys... Upper Primary	2,099	95,292	1,10,803	30,009	1,40,812
For Boys... Lower Primary	20,991	5,81,211	3,58,298	1,21,948	4,80,246
For Girls... Upper Primary	72	1,721	4,210	426	4,636
For Girls... Lower Primary	1,959	36,783	54,020	11,188	65,208
Total for 1906-07 ...	25,121	7,15,007	5,27,331	1,63,571	6,90,902
Total for 1905-06 ...	24,614	6,94,392	4,89,624	1,72,722	6,62,346

Summary of payments for Primary Education.

	1906-07.	1905-06.
	Rs.	Rs.
Total payments made to Primary schools.	6,90,468	6,62,346
Payments to Primary schools under the District Board or the Department, such as are not included in the above table.	3,747	4,508
Charges for abolished schools	18,296	18,053
Buildings and furniture ...	9,073	7,861
Subordinate inspecting agency	82,703	75,753
Scholarships	31,624	30,826
Miscellaneous	38,912	41,011
Total Payments ...	8,74,823	8,40,358
Add 80 per cent. of the actual charges on account of Sub-Inspectors.	10,885	1,10,713
GRAND TOTAL ...	8,85,708	9,51,071
Total allotment for primary education under District Board, (see details below).	9,46,050	12,00,692

Details of "Miscellaneous."

	1906-07.	1905-06.
	Rs.	Rs.
Contributions to schools other than Primary schools.	4,000	2,188
Amount spent on prize-books for Primary school pupils.	9,204	10,381
Commission for money-orders...	7,873	8,787
Examination charges ...	520	377
Stipends held in Training and Technical schools and in Professional Colleges.	6,597	5,075
Contingencies	10,718	14,203
Total ...	38,912	41,011

BUDGET HEADS OF EXPENDITURE.	Allotment for 1906-07.	Expenditure.	Savings.	Excess.	REMARKS.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
I. Inspection—					
(1) Salaries and travelling allowances of Sub-Inspectors, including wages of servants; office-expenses, including purchase and repairs of furniture, and miscellaneous charges.	8,851	1,954	6,897	...	
(2) Subordinate inspecting agencies.	85,671	84,050	2,205	584	
IV. Grants for Primary schools aided under other rules, etc., for stipends to boys' and girls' schools, including prizes, stipends to *gurus* under instruction in Training schools, scholarships, lower primary and others, and cost of examination conducted for selection of candidate for Lower Primary scholarship and miscellaneous charges—	4,08,059	4,37,556	5,817	378	
(*a*) Grant actually made from District Fund.	3,97,995	3,24,504	40,171	1,616	
(*b*) Amount of the Imperial grant.	33,290	30,467	2,823	...	
V. Contingencies for Primary education.					
Total ...	9,33,866	8,78,531	57,913	2,578	
Net savings or excess ...			55,335		

SUBSIDIARY TABLE VIII.

SUBSIDIARY TABLE VIII.

SUMMARY FOR THE WHOLE PROVINCE.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS, AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	REMARKS.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... Government	44	10,915	182	2,45,065	400	1,100	2,34,346	15,610	4,96,521	44·7	1,602	
High ... Aided ...	187	29,866	406	98,277	2,567	5,723	4,15,420	1,48,990	6,70,977	22·1	2,677	
High ... Unaided ...	166	37,707	57	...	...	...	5,40,831	1,66,721	7,07,552	18·7	2,892	
Total ...	**397**	**78,488**	**645**	**3,43,342**	**2,967**	**6,823**	**11,90,597**	**3,31,321**	**18,75,050**	**23 6**	**7,171**	
Middle English ... Government	49	3,959	32	8,431	12,219	992	13,625	16,848	52,115	13·05	360	
Middle English ... Aided ...	508	33,910	1,908	47,048	83,535	6,237	1,94,341	1,73,052	5,04,213	14·9	3,276	
Middle English ... Unaided ...	106	6,624	33	...	...	...	26,625	36,754	63,379	9·5	755	
Total ...	**663**	**44,493**	**1,973**	**55,479**	**95,754**	**7,229**	**2,34,591**	**2,26,654**	**6,19,707**	**13·3**	**4,391**	
Middle Vernacular ... Government	127	8,118	28	7,895	38,898	1,738	17,423	4,479	70,433	8·6	806	
Middle Vernacular ... Aided ...	256	13,892	675	17,100	23,937	2,253	51,912	37,411	1,32,613	9·1	1,594	
Middle Vernacular ... Unaided ...	38	2,241	113	...	...	...	5,359	13,305	18,664	7·9	127	
Total ...	**421**	**24,251**	**816**	**24,995**	**62,835**	**3,991**	**74,694**	**55,195**	**2,21,710**	**8·8**	**2,527**	
Upper Primary ... Aided ...	3,056	1,30,414	14,060	94,236	1,74,051	21,784	1,98,244	1,15,937	6,04,252	4·1	15,430	
Upper Primary ... Unaided ...	61	2,556	535	...	...	...	3,604	10,515	14,119	23·8	215	
Total ...	**3,117**	**1,32,970**	**14,595**	**94,236**	**1,74,051**	**21,784**	**2,01,848**	**1,26,452**	**6,18,371**	**4·1**	**15,645**	
Lower Primary ... Aided ...	27,222	6,55,351	88,476	1,46,337	5,48,020	53,854	9,67,325	2,83,371	19,98,947	2·6	1,11,564	
Lower Primary ... Unaided...	6,833	1,21,074	13,377	...	...	...	1,89,213	45,074	2,34,287	1·7	15,571	
Total ...	**34,055**	**7,76,425**	**1,01,853**	**1,46,377**	**5,48,020**	**53,854**	**11,56,538**	**3,28,445**	**22,33,234**	**2·5**	**1,27,135**	

Special ... Training ...	137	1,714	332	1,63,250	1,395	...	7,542	20,372	1,92,559	94·1	137
Special ... Industrial...	52	1,157	118	12,231	9,655	364	3,034	30,913	56,197	44·7	204
Special ... Other ...	852	19,162	820	2,80,437	2,867	4,905	82,637	1,26,060	4,96,906	25·2	9,623
Total ...	1,041	22,033	1,270	4,55,918	13,917	5,269	93,213	1,77,345	7,45,662	32·7	9,964
Total for Public Institutions	39,694	10,78,660	1,21,152	11,20,347	8,97,544	98,950	29,51,481	12,45,412	63,13,734	5·2	166,833
Private Institntions ...	4,786	51,110	2,914	...	...	...	...	...	...	...	17,062
Inspection	...	...	...	4,38,331	86,184	3,305	...	8,485	5,36,305	...	...
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...	...	...	...	2,67,321	1,08,282	14,837	1,82,427	3,51,100	9,23,967	...	...
GRAND TOTAL FOR 1906-07 ...	44,480	11,29,770	1,24,066	18,25,999	10,92,010	1,17,092	31,33,908	16,04,997	77,74,006	6·2	1,83,895
GRAND TOTAL FOR 1905-06 ...	43,873	11,03,816	1,12,694	15,64,740	11,78,262	1,01,605	30,24,331	14,60,086	73,29,024	6	1,71,392

BURDWAN DIVISION.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

Male population ... 41,16,952
Female ditto ... 41,23,124

Total ... 82,40,076

Number of Boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 6,17

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a)	3(b)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... Government	7	1,931	...	27,191	400	1,100	47,109	1,413	77,213	39·9	203	
Aided ...	75	12,178	2	26,054	993	3,292	1,64,057	42,502	2,36,898	19·4	544	
Unaided ...	44	7,932	1	...	...	...	78,807	50,870	1,29,677	16·3	294	
Total ...	126	22,041	3	53,245	1,393	4,392	2,89,973	94,785	4,43,788	20·1	1,041	
Middle English Government	12	1,082	12	...	3,772	661	6,741	609	11,783	10·7	99	
Aided ...	207	13,519	160	3,377	36,524	1,587	81,288	46,444	1,69,220	12·3	782	
Unaided ...	57	3,363	18	...	...	...	14,666	15,358	30,024	8·8	289	
Total ...	276	17,965	190	3,377	40,296	2,248	1,02,695	62,411	2,11,027	11·6	1,170	
Middle Vernacular ... Government	19	1,351	2	...	4,840	...	5,869	463	11,172	8·2	100	
Aided ...	92	5,287	101	4,065	9,879	1,153	22,806	12,069	49,972	9·2	259	
Unaided ...	16	1,029	6	...	...	...	4,207	2,539	6,746	6·5	44	
Total ...	127	7,667	109	4,065	14,719	1,153	32,882	15,071	67,890	8·7	403	
Upper Primary Aided ...	1,086	43,069	4,675	14,489	40,393	5,380	75,372	24,248	1,59,882	3·3	3,342	
Unaided ...	16	715	26	...	...	...	1,835	1,20	3,038	4·09	51	
Total ...	1,102	43,784	4,701	14,489	40,393	5,380	77,207	25,451	1,62,920	3·3	3,393	

Lower Primary	Aided ...	6,897	1,72,650	21,147	12,081	1,00,184	9,213	2,99,973	51,409	4,72,860	2·4	22,095	
	Unaided ...	1,394	26,965	3,607	...	...	...	43,683	9,000	52,683	1·7	2,948	
	Total ...	8,291	1,99,615	24,754	12,081	1,00,184	9,213	3,43,656	60,409	5,25,543	2·3	25,043	
Special ...	Training ...	21	430	94	27,770	...	...	931	3,730	32,431	61·8	17	
	Industrial...	4	123	...	240	2,874	240	1,363	1,530	6,247	50·7	2	
	Other ...	178	2,493	97	3,763	480	1,252	2,072	29,954	37,521	14·4	1,176	
	Total ...	203	3,046	191	31,773	3,354	1,492	4,366	35,214	76,199	23·5	1,195	
Total for Public Institutions		10,125	2,94,118	29,948	1,19,030	2,00,339	23,878	8,50,779	2,93,341	14,87,367	4·5	32,245	
Private Institutions ...		347	3,737	154	...	...	...	...	...	...	...	,611	
Inspection		...	...	...	96,043	13,791	618	...	9	1,10,461	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...		...	...	...	47,117	16,294	2,661	37,252	54,706	1,58,030	...	...	
GRAND TOTAL FOR 1906-07 ...		10,472	2,97,855	30,102	2,62,190	2,30,424	27,157	8,88,031	3,48,056	17,55,858	5·3	33,856	48·2
GRAND TOTAL FOR 1905-07 ...		10,306	2,91,950	29,052	2,57,711	2,66,201	24,697	8,65,790	3,20,823	17,35,222	5·4	32,910	47·2

CALCUTTA.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

Male population	...	5,62,596
Female ditto	...	2,85,200
Total	...	8,47,796

Number of Boys of school-going age (at 15 per cent. of male population under the census of 1901) is 84,389.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(*a*)	3(*b*)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.					
High ... Government	5	1,304	182	59,276	...	...	49,578		1,08,854	73·2	283	
High ... Aided ...	5	363	345	21,534	...	104	19,964	21,830	63,432	89·6	71	
High ... Unaided ...	41	13,989	55	...	...	...	2,70,962	39,904	3,10,866	22·1	599	
High ... Total ...	51	15,656	582	80,810	...	104	3,40,504	61,734	4,83,152	29·7	953	
Middle English ... Government	2	198	...	7,175	...	...	1,475	...	8,650	43·6	125	
Middle English ... Aided ...	26	1,911	1,475	24,075	...	2,080	21,701	40,912	88,768	26·2	68	
Middle English ... Unaided ...	1	283	...	...	...	...	3,068	...	3,068	10 8	2	
Middle English ... Total ...	29	2,392	1,475	31,250	...	2,080	26,244	40,912	1,00,486	25·9	195	
Middle Vernacular ... Government	...	...	...	...	...	...	...	...	...	...	...	
Middle Vernacular ... Aided ...	4	343	225	908	...	414	2,854	473	4,649	8·2	16	
Middle Vernacular ... Unaided ...	1	73	...	...	...	...	...	600	600	8·2	...	
Middle Vernacular ... Total ...	5	416	225	908	...	414	2,854	1,073	5,249	8·1	16	
Upper Primary ... Aided ...	55	2,407	2,735	12,774	...	2,489	12,938	17,717	45,918	8·9	310	
Upper Primary ... Unaided ...	4	...	331	...	...	...	240	3,720	3,960	11·9	...	
Upper Primary ... Total ...	59	2,407	3,066	12,774	...	2,489	13,178	21,437	49,878	9·1	310	

Lower Primary { Aided ...	212	7,778	2,398	13,778	...	8,263	26,517	15,033	63,591	6·2	2,406	
Lower Primary { Unaided ...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	212	7,778	2,398	13,778	...	8,263	26,517	15,033	63,591	6·2	2,406	
Special ... { Training ...	8	83	68	30,896	...	...	1,427	5,057	37,380	247·5	6	
Special ... { Industrial...	5	239	45	1,380	...	100	...	10,975	12,455	43·8	168	
Special ... { Other ...	85	3,458	243	1,07,868	...	2,574	32,518	25,382	1,68,342	45·4	2,053	
Total ...	98	3,780	356	1,40,144	...	2,674	33,945	41,414	2,18,177	52·7	2,227	
Total for Public Institutions	454	32 429	8,102	2,79,664	...	16,024	4,43,242	1,81,603	9,20,533	22·7	6,107	
Private Institutions ...	105	3,768	1,019	...	...	...	...	...	...	...	1,502	
Inspection	...	...	...	10,772	...	...	...	...	10,772	...	...	
Miscellaneous charges (including cost of buildings, scholarships, &c.) ...	...	...	...	35,217	...	2,854	77,156	77,165	1,92,392	...	...	
GRAND TOTAL FOR 1906-07 ...	559	36,197	9,121	3,25,653	...	18,878	5,20,398	2,58,768	11,23,697	24·7	7,609	42·9
GRAND TOTAL FOR 1905-06 ...	534	33,999	8,882	2,43,459	...	14,503	5,08,388	2,67,905	10,34,255	24·1	6,660	40·3

PRESIDENCY DIVISION.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

Male population ... 41,41,438
Female ditto ... 40,03,894

Total ... 81,45,332

Number of Boys of school-going age (at 15 per cent. of male population under the census of 1901) is 6,21,215.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board's Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a)	3(b)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High .. Government	8	2,121	...	39,547	...	...	32,871	557	72,975	34·4	308	
High .. Aided ...	68	11,275	...	27,095	382	504	1,49,163	30,665	2,07,809	18·4	1,203	
High .. Unaided ...	50	8,123	1	...	...	...	92,136	28,435	1,20,571	14 8	794	
High .. Total ...	126	21,519	1	66,642	382	504	2,74,170	59,657	4,01,355	18·6	2,305	
Middle English Government	1	59	...	...	346	...	243	149	738	12·5	15	
Middle English Aided ...	155	10,526	125	7,522	26,199	702	63,391	40,356	1,38,170	12·9	1,619	
Middle English Unaided ...	24	1,651	...	...	...	...	6,277	7,089	13,366	8	303	
Middle English Total ...	180	12,236	125	7,522	26,545	702	69,911	47,594	1,52,274	12·3	1,937	
Middle Vernacular ... Government	6	315	2	...	2,297	...	1,559	332	4,188	13·2	59	
Middle Vernacular ... Aided ...	121	6,493	76	8,173	10,500	178	21,794	15,915	56,560	8·6	1,207	
Middle Vernacular ... Unaided ...	5	376	...	...	...	...	874	1,487	2,361	6·2	57	
Middle Vernacular ... Total ...	132	7,184	78	8,173	12,797	178	24,227	17,734	63,109	8·6	1,323	
Upper Primary Aided ...	607	27,061	1,925	14,496	27,770	3,243	43,744	13,437	1,02,690	3·5	8,454	
Upper Primary Unaided ...	8	356	112	...	...	...	644	344	988	2·1	131	
Upper Primary Total ...	615	27,417	2,037	14,496	27,770	3,243	44,388	13,781	1,03,678	3·5	8,585	

Lower Primary	Aided ...	4,538	1,32,780	19,836	33,462	1,04,280	14,716	1,62,933	39,974	3,55,365	2·3	51,542	
	Unaided ...	577	14,556	1,967	...	...	...	18,036	4,340	22,376	1·4	6,827	
	Total ...	5,115	1,47,336	21,803	33,462	1,04,280	14,716	1,80,969	44,314	3,77,741	2·2	58,369	
Special ...	Training ...	26	230	63	18,696	...	...	2,833	7,524	29,053	99·1	57	
	Industrial	4	85	39	840	1,943	...	437	12,431	15,651	126·2	4	
	Other ...	160	3,266	116	28,834	12	291	19,375	13,344	61,856	18·2	1,485	
	Total ...	190	3,581	218	48,370	1,955	291	22,645	33,299	1,06,560	28	1,546	
Total for Public Institutions		6,358	2,19,273	24,262	1,78,665	1,73,729	19,634	6,16,310	2,16,379	12,04,717	4·9	74,065	
Private Institutions ...		23	551	29	...	...	...	...	...	...	...	404	
Inspection		...	...	...	75,907	10,392	...	...	444	86,743	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...		...	...	...	56,948	13,007	2,668	34,368	49,647	1,56,638	...	...	
GRAND TOTAL FOR 1906-07 ...		6,381	2,19,824	24,291	3,11,520	1,97,128	22,302	6,50,678	2,66,470	14,48,098	5·9	74,469	35·3
GRAND TOTAL FOR 1905-06 ...		6,052	2,08,876	20,625	2,43,218	2,15,580	21,766	6,34,972	2,34,722	13,50,258	5·8	68,129	33·6

PATNA DIVISION.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

Male population ... 74,68,314
Female ditto ... 80,46,673

Total ... 1,55,14,987

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 1,12,02,473.

Class of Schools for both Boys and Girls, and other heads of charges	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(*a*)	3(*b*)	4	5	7	8	9	10	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... Government	8	1,791	...	44,404	...	...	41,698	4,605	90,707	50·6	441	
High ... Aided ...	12	1,736	59	7,636	...	804	31,374	9,426	49,240	27·4	474	
High ... Unaided ...	23	5,611	...	...	..	...	73,010	29,300	1,02,310	18·2	908	
High ... Total ...	43	9,138	59	52,040	...	804	1,46,082	43,331	2,42,257	26·3	1,823	
Middle English Government	4	319	...	...	1,277	331	1,404	1,269	4,281	13·4	26	
Middle English Aided ...	33	1,773	81	2,312	6,179	716	7,934	13,790	30,931	16·7	188	
Middle English Unaided ...	9	467	9	...	...	...	1,423	5,129	6,552	13·8	79	
Middle English Total ...	46	2,559	90	2,312	7,456	1,047	10,761	20,188	41,764	15·8	293	
Middle Vernacular Government	37	2,065	...	1,902	13,705	759	4,377	1,088	21,831	10·6	229	
Middle Vernacular Aided ...	2	84	...	...	243	300	278	208	1,029	12·2	...	
Middle Vernacular Unaided ...	9	580	...	...	...	...	181	3,389	3,570	6·2	26	
Middle Vernacular Total ...	48	2,729	...	1,902	13,948	1,059	4,836	4,685	26,430	9·7	255	
Upper Primary Aided ...	318	14,240	496	7,998	30,408	5,319	13,783	11,706	69,214	4·7	866	
Upper Primary Unaided ...	4	207	...	...	...	...	109	948	1,057	5·1	6	
Upper Primary Total ...	322	14,447	496	7,998	30,408	5,319	13,892	12,654	70,271	4·7	872	

Lower Primary	Aided ...	5,728	1,47,018	17,410	10,245	1,76,294	11,933	1,25,444	61,105	3,85,021	2·3	20,198	
	Unaided ...	1,107	22,204	3,013	...	...	...	13.980	7,577	21,557	·9	2,845	
	Total ...	6,835	1,69,222	20,423	10,245	1,76,294	11,933	1,39,424	68,682	4,06,578	2·1	23,043	
Special ...	Training ...	26	374	4	30,366	687	...	1,004	25	32,082	84·9	29	
	Industrial	5	64	...	...	1,300	...	...	151	1,451	22·7	1	
	Other ...	214	5,282	97	56,485	402	619	10,178	29,295	96,979	18·0	2,521	
	Total ...	245	5,720	101	86,851	2,389	619	11,182	29,471	1,30,512	22·4	2,551	
Total for Public Institutions		7,539	2,03,815	21,169	1,61,348	2,30,495	20,781	3,26,177	1,79,011	9,17,812	4·07	28,837	
Private Institutions ...		2,360	26,024	925	...	...	...	...	...	...	...	9,154	
Inspection		...	...	...	77,085	27,739	1,789	...	...	1,06,613	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...		...	...	...	30,788	39,051	2,411	3,438	24,041	99,729	...	...	
GRAND TOTAL FOR 1906-07 ...		9,899	2,29,839	22,094	2,69,221	2,97,285	24,981	3,29,615	2,03,052	11,24,154	4·4	37,991	20·5
GRAND TOTAL FOR 1905-06 ...		9,582	2,22,810	14,694	2,09,423	3,03,167	21,777	3,22,143	1,85,454	10,41,964	4·3	33,749	19·8

BHAGALPUR DIVISION.

Statement showing the state of Education, and the Expenditure incurred on it, during the year 1906-07.

Male population ... 4,026,946
Female ditto ... 4,064,469

Total ... 8,091,405

Number of Boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 6,04,042.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of school.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Boards Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... Government	5	1,179	...	31,439	...	...	23,389	1,004	55,832	47·35	194	
High ... Aided ...	18	1,741	...	6,698	...	300	26,348	22,821	56,167	32·26	250	
High ... Unaided ...	4	1,056	...	...	...	...	15,509	4,794	20,303	19·22	239	
Total ...	22	3,976	...	38,137	...	300	65,246	28,619	1,32,302	33·27	683	
Middle English Government	5	361	13	...	2,826	...	954	969	4,749	12·69	19	
Middle English Aided ...	23	1,626	22	3,213	2,503	836	7,359	6,181	20,092	12·19	196	
Middle English Unaided ...	7	339	1	...	...	...	752	4,690	5,442	16·0	60	
Total ...	35	2,326	36	3,213	5,329	836	9,065	11,840	30,283	12·82	275	
Middle Vernacular. Government	19	1,013	7	1,290	4,222	120	1,944	168	7,744	7·59	250	
Middle Vernacular. Aided ...	10	519	2	2,207	462	160	1,536	2,593	6,958	13·35	29	
Middle Vernacular. Unaided ...	3	14	99	...	...	...	...	3,950	3,950	34·95	...	
Total ...	32	1,546	108	3,497	4,684	280	3,480	6,711	18,652	11·7	279	
Upper Primary Aided ...	328	13,031	895	21,371	16,809	2,689	23,844	15,725	80,438	5 77	1,427	
Upper Primary Unaided ...	10	321	32	...	...	...	135	1,533	1,668	4·72	25	
Total ...	338	13,352	927	21,371	16,809	2,689	23,979	17,258	82,106	5·75	1,452	

Lower Primary	Aided ...	2,735	56,102	8,355	32,701	55,370	5,047	1,11,922	32,265	2,37,305	3·68	8,933	
	Unaided ...	739	12,941	1,671	...	...	...	17,225	7,094	24,319	1·66	1,894	
	Total ...	3,474	69,043	10,026	32,701	55,370	5,047	1,29,147	39,359	2,61,624	3·3	10,827	
Special ...	Training ...	23	216	40	13,434	96	...	835	2,388	16,753	65·44	20	
	Industrial...	1	22	...	350	1,988	...	484	102	2,924	132·9	5	
	Other ...	112	2,224	217	2,498	145	...	5,493	12,210	20,346	8·33	2,025	
	Total ...	136	2,462	257	16,282	2,229		6,812	14,700	40,023	14·71	2,050	
Total for Public Institutions		4,037	92,705	11,354	1,15,201	84,421	9,152	2,37,729	1,18,487	5,64,990	5·42	15,566	
Private Institutions ...		768	8,469	256	...	...	...	...	...	...	...	3,355	
Inspection		...	...	...	73,355	12,227	255	...	74	85,911	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc). ...		...	...	...	29,378	11,728	2,975	17,083	37,135	98,299	...	...	
GRAND TOTAL FOR 1906-07 ...		4,805	1,01,174	11,610	2,17,934	1,08,376	12,382	2,54,812	1,55,696	7,49,200	6·64	18,921	16·7
GRAND TOTAL FOR 1905-06 ...		4,789	1,00,366	10,335	1,31,258	1,12,571	10,490	2,31,560	1,43,265	6,29,144	6·4	19,081	16·6

ORISSA DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1906-07.

Male population ... 2,429,508
Female ditto ... 2,552,634

Total ... 4,982,142

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 364,425.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupils.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Boards' Fund.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a)	3(b)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... Government	4	948	...	21,352	...	...	17,101	193	38,646	40·8	73	
High ... Aided ...	8	1,415	...	4,904	1,192	575	16,672	8,102	31,445	22·2	97	
High ... Unaided ...	1	286	...	...	...	...	3,216	...	3,216	11·2	22	
Total ...	13	2,649	...	26,256	1,192	575	36,989	8,295	73,307	27·7	192	
Middle English Government	8	583	...	1,256	3,283	...	2,161	169	6,869	11·8	45	
Middle English Aided ...	35	2,191	24	2,195	6,967	95	7,581	8,561	25,399	11·5	268	
Middle English Unaided ...	3	183	2	...	...	...	241	1,493	1,734	9·4	4	
Total ...	46	2,957	26	3,451	10,250	95	9,983	10,223	34,002	11·4	317	
Middle Vernacular. Government	17	1,491	17	1,043	8,724	759	1,060	140	11,726	7·8	33	
Middle Vernacular. Aided ...	21	794	241	1,383	2,316	...	1,195	5,140	10,034	9·7	41	
Middle Vernacular. Unaided ...	3	115	8	...	...	...	97	956	1,053	8·6	...	
Total ...	41	2,400	266	2,426	11,040	759	2,352	6,236	22,813	8·6	74	
Upper Primary Aided ...	393	18,611	2,342	13,937	44,707	1,354	17,874	5,598	83,470	4	538	
Upper Primary Unaided ...	13	520	34	...	...	...	491	282	773	1·4	2	
Total ...	406	19,131	2,376	13,937	44,707	1,354	18,365	5,880	84,243	3·9	540	

Lower Primary { Aided ...	3,896	69,212	11,460	13,680	49,699	3,414	1,57,745	24,106	2,48,644	3·08	2,410	
Lower Primary { Unaided ...	2,229	30,006	1,865	...	...	...	75,019	9,696	84,715	2·7	511	
Total ...	6,125	99,218	13,325	13,680	49,699	3,414	2,32,764	33,802	3,33,359	2·7	2,921	
Special ... { Training ...	14	151	58	21,955	...	...	316	1,544	23,815	113·9	4	
Special ... { Industrial...	3	95	21	690	...	...	233	1,123	2,046	17·6	1	
Special ... { Other ...	63	1,297	27	20,659	1,113	40	6,798	9,360	37,970	28·7	125	
Total ...	80	1,543	106	43,304	1,113	40	7,347	12,027	63,831	38·1	130	
Total for Public Institutions...	6,711	1,27,898	16,099	1,03,054	1,18,001	6,237	3,07,800	76,463	6,11,555	4·2	4,174	
Private Institutions ...	1,037	6,873	257	...	...	...	...	...	...	...	655	
Inspection	...	...	...	44,612	10,641	643	...	...	55,896	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...	...	...	...	30,103	18,800	1,048	1,042	11,061	62,054	...	...	
GRAND TOTAL FOR 1906-07 ...	7,748	1,34,771	16,356	1,77,769	1,47,442	7,928	3,08,842	87,524	7,29,505	4·8	4,829	37
GRAND TOTAL FOR 1905-06 ...	7,848	1,34,400	17,135	1,46,755	1,56,909	6,192	2,90,446	89,945	6,90,247	4·5	5,000	36·9

ORISSA TRIBUTARY MAHALS.

Statement showing the state of Education and the Expenditure incurred on it during the year 1906-07.

Male population ... 969,973
Female ditto ... 977,829

Total ... 1,947,802

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 1,454,959.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3(a)	3(b)	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... Government	2	413	...	...	...	...	786	7,634	8,420	20·4	7	
High ... Aided ...	...	...	...	...	...	...	...	...	...	...	...	
High ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	2	413	...	...	...	...	786	7,634	8,420	20·4	7	
Middle English Government	14	1,161	7	...	...	...	269	12,880	13,149	11·2	24	
Middle English Aided ...	...	...	...	...	...	...	...	...	...	...	...	
Middle English Unaided ...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	14	1,161	7	...	...	...	269	12,880	13,149	11·2	24	
Middle Vernacular Government	4	207	...	...	...	...	46	1,586	1,632	7·9	3	
Middle Vernacular Aided ...	...	...	...	...	...	...	...	...	...	...	...	
Middle Vernacular Unaided ...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	4	207	...	...	...	...	46	1,586	1,632	7·9	3	
Upper Primary Aided ...	74	2,853	208	1,409	...	...	1,187	10,425	13,021	4·2	21	
Upper Primary Unaided ...	...	...	...		...	...	...	...	...	...	...	
Total ...	74	2,853	208	1,409	...	...	1,187	10,425	13,021	4·2	21	

Lower Primary	Aided ...	937	16,371	1,304	10,359	...	...	34,884	18,344	63,587	3·6	155		
	Unaided ...	280	3,544	136	...	...	...	10,954	234	11,188	3·0	22		
	Total ...	1,217	19,915	1,440	10,359	...	...	45,838	18,578	74,775	3·5	177		
Special ...	Training ...	8	71	...	6,637	...	...	...	104	6,741	95·0	...		
	Industrial ..	...	...	...	..	...	...	...	...	...	...	...		
	Other ...	15	201	...	324	...	...	...	3,996	4,320	21·5	...		
	Total ...	23	272	...	6,961	...	...	...	4,100	11,061	40·6	...		
Total for Public Institutions ..		1,334	24,821	1,655	18,729	...	...	48,126	55,203	1,22,058	4·6	232		
Private Institutions ...		85	627	9	...	...	...	...	...	...	...	2		
Inspections		...	...	...	9,952	...	...	...	7,814	17,766	...	...		
Miscellaneous charges (including cost of buildings, scholarships, etc.) ...		...	...	...	3,460	17	...	110	34,324	37,911	...	...		
GRAND TOTAL FOR 1906-07		1,419	25,448	1,664	32,141	17	...	48,236	97,341	1,77,735	6·7	234	17·5 p.c.	
GRAND TOTAL FOR 1905-06 ...		1,456	25,422	1,655	38,637	13	...	48,939	71,631	1,59,220	6·1	234	17·5 p.c.	

CHOTA NAGPUR DIVISION.

Statement showing the state of Education and the Expenditure incurred on it during the year 1906-07.

Male population ... 2,409,266
Female ditto ... 2,491,163

Total ... 4,900,429

Number of boys of school-going age (at 15 per cent. of male population under the census of 1901, is 361,389.

Class of Schools for both Boys and Girls, and other heads of charge.	Number of schools for boys and girls on the 31st March 1907.	Number of pupils on the rolls on the 31st March 1907.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
		Boys.	Girls.	Provincial Revenues.	District Board's Fund.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... Government	5	1,228	...	21,856	...	...	21,814	204	43,874	35·72	93	
High ... Aided	6	1,158	...	4,356	...	144	7,842	13,644	25,986	22·43	38	
High ... Unaided ...	3	710	...	...	...	...	7,191	13,418	20,609	29·31	36	
Total ...	14	3,096	...	26,212	...	144	36,847	27,266	90,469	29·21	167	
Middle English ... Government	3	195	...	...	715	...	378	803	1,896	9·71	7	
Middle English ... Aided ...	29	2,364	21	4,354	5,163	221	5,087	16,808	31,633	13·26	155	
Middle English ... Unaided ...	5	338	3	...	...	...	198	2,995	3,193	9·35	18	
Total ...	37	2,897	24	4,354	5,878	221	5,663	20,606	36,722	12·56	180	
Middle Vernacular. ... Government	25	1,676	...	3,660	5,110	100	2,568	702	12,140	7·23	132	
Middle Vernacular. ... Aided ...	6	372	30	364	537	48	1,449	1,013	3,411	8·48	42	
Middle Vernacular. ... Unaided ...	1	54	...	...	...	...	...	384	384	7·1	...	
Total ...	32	2,102	30	4,024	5,647	148	4,017	2,099	15,935	7·47	174	
Upper Primary ... Aided ...	195	9,142	784	7,762	13,964	1,310	9,502	17,081	49,619	4·98	472	
Upper Primary ... Unaided ...	6	437	...	...	...	...	150	2,485	2,635	6·02	...	
Total ...	201	9,579	784	7,762	13,964	1,310	9,652	19,566	52,254	5·04	472	

Lower Primary	Aided ...	2,279	53,440	6,566	20,071	62,193	1,268	47,907	41,135	1,72,574	2·87	3,825	
	Unaided ...	507	10,858	1,118	...	...	...	10,316	7,133	17,449	1·45	524	
	Total ...	2,786	64,298	7,684	20,071	62,193	1,268	58,223	48,268	1,90,023	2·63	4,349	
Special ...	Training ...	11	159	5	13,496	612	...	196	...	14,304	87·21	4	
	Industrial...	30	529	13	8,731	1,550	24	517	4,601	15,423	28·45	23	
	Other ...	24	691	21	36,815	715	129	234	2,519	40,412	56·75	229	
	Total ...	65	1,379	39	59,042	2,877	153	947	7,120	70,139	49·45	256	
Total for Public Institutions		3,135	83,351	8,561	1,21,465	90,559	3,244	1,15,349	1,24,925	4,55,542	4·95	5,598	
Private Institutions ...		61	1,061	265	...	...	...	...	...	...	...	379	
Inspection		...	...	...	50,605	11,394	...	...	144	62,143	...	...	
Miscellaneous charges (including cost of buildings, scholarships, etc.)		...	...	...	33,430	9,385	220	11,978	63,021	1,18,034	...	...	
GRAND TOTAL FOR 1906-07 ...		3,196	84,412	8,826	2,05,500	1,11,338	3,464	1,27,327	1,88,090	6,35,719	6·81	5,977	23·3
GRAND TOTAL FOR 1905-06 ...		3,187	84,441	9,113	1,96,125	1,18,935	2,980	1,18,147	1,65,176	6,01,363	6·42	6,165	23·3

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